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ABSTRACT

A guide for applicants for 1980 B.A. degree courses at the Open University in England describes what the university provides, courses in the B.A. degree program, and how to apply. For the student who is uncertain of what he wants to study, the introduction provides a brief guide to other study opportunities. Information is given on the associate student program and higher degrees as well as the B.A. program. The system of study at home, correspondence material, set books and background reading, radio and television study centers, tuition and counseling, assignments and examinations, and summer schools are described. Information is also provided on the advisory service for applicants, preparatory study, study techniques, language and mathematical skills, and special study difficulties. In addition to a full list of courses in the B.A. degree program, first-year courses are described. Instructions on application and registration and fees and financial assistance are included. (SW)

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The Open University

ED177926

Guide for Applicants for B.A. Degree Courses 1980

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The Open University

GUIDE FOR APPLICANTS FOR 1980 BA DEGREE COURSES

The University's application period for admission to the BA degree programme in 1980 runs from 2 January 1979 to 15 June 1979, but the earlier you apply the better are your chances of getting a place.

In May 1969 the Open University was established by Royal Charter. Like other British universities, the Open University is empowered to grant its own degrees. It is also charged with a responsibility to further the educational well-being of the community as a whole.

All application forms and enquiries concerning admission to the BA degree programme should be addressed to the Admissions Office. Applications for and enquiries about single courses should be addressed to the Associate Student Central Office. These and other useful addresses will be found at the back of this booklet.

While every effort is made to ensure accuracy, the material in this *Guide* is subject to later alteration or amendment, in the light of overall policy changes or of financial or other constraints.

The Open University,
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Milton Keynes, MK7 6AA

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HOW TO USE THIS GUIDE

This *Guide* is basically about studying for a degree with the Open University. If you are not sure what you want to study at present, first read the Introduction, which provides a brief guide to other study opportunities open to you. Then go on to Section A, describing what the Open University has to offer: its various study programmes and the system of study at home. Section B is about the courses you can take if you decide to study for a degree with the University – detailed descriptions of the courses available in your first year, and lists of the others you can take later. Section C gives you practical guidance on applying for degree courses, and also includes information on fees, and lists of useful addresses.

Introduction

Study opportunities – your choice

Everyone has his or her own reasons for studying. You may want to extend your knowledge of a particular subject or develop a new interest; you may enjoy the stimulus and the challenge of university-level work for its own sake; or you may need a degree or a particular qualification to further your career or change your job.

The Open University offers a wide range of study opportunities, but we are aware that for many adults Open University study may not be the most appropriate for their needs. In this introduction we are asking you to consider your own requirements and to look at them in the light of the range of educational opportunities available to adults, both inside and outside the Open University.

Why do you want to study?

Do you have a clear idea of why you wish to continue your education? There is no need to have a long list of reasons, but some people do find it helpful to consider their own personal circumstances and reasons before deciding on a course of study. You might like to consider the following list of points, among others which will no doubt occur to you.

When do you want to start?

How much time can you spare to study and at what time of day?

Do you want to study full-time or part-time?

Do you want to study at home or would you prefer to attend day release, part-time or full-time courses in the company of other students?

Do you wish to follow a formal course at all, or could you meet your needs by reading, listening to radio or television programmes, or joining a club or society which caters for your interest?

Do you want a course that leads to a qualification?

If you want to study to improve your job or career prospects, do you know which are the proper courses or recognized qualifications?

Do the sort of courses you are interested in normally require academic entrance requirements?

Do you wish to do one course only, or do you see your needs being met by sustained study over a period of years?

Opportunities outside the Open University

Having decided what you want to do, how do you find out what is available? Many people are unsure where to start, particularly as there is no single place or publication giving details of all the local, regional or national courses available. We cannot provide a comprehensive guide here, but the following suggestions may be helpful.

Your *local library* is a good place to start. As well as having information about local courses run by educational institutions and other organizations, you may be able to consult reference books containing information on courses available nationally.

Your *local education authority* (address in phone book or from your Town Hall) will be able to provide information on the wide range of courses provided at local educational institutions.

Your local *careers office* will be able to help you if you are interested in vocational or training courses. Many vocational courses are provided at colleges of further or higher education, or you may be eligible for the Training Opportunities Scheme (TOPS) if you are over nineteen and have been away from full-time education for more than three years.

Your *employer*, *trade union*, or *professional association* may also be able to get you information on vocational courses.

Remember that the *BBC* provides a wide range of courses combining radio/television with written publications.

You might wish to contact *universities*, *polytechnics* or *colleges of higher education* if you are interested in higher education as an increasing number of them are running courses especially for adults.

If you wish to take a correspondence course, the *Council for the Accreditation of Correspondence Colleges* publishes a list of accredited colleges offering courses across a wide range of subjects.

Although we cannot ourselves give details of all the courses run for adults in the United Kingdom, we hope we have illustrated the wide range of opportunities that exist and have given you some idea of how to find out more about them. We have also compiled a list of useful addresses which you will find at the back of this *Guide*.

Section A

What the Open University provides

The Open University choice 1

Every resident of the United Kingdom aged twenty-one or over is eligible to study with the Open University. That is why it is called 'open' – it is genuinely open to everyone. You need no prior qualifications: no O or A levels, no exam passes or certificates. Admission is basically on a 'first-come, first-served' principle, so the earlier you apply the better are your chances.

The Open University, like other universities, offers degrees. You can take a series of courses over a number of years to gain a Bachelor of Arts (BA) degree with the University. Alternatively, you need not take a degree, but can register for a single course as an associate student. In either case you have a choice of courses in arts, educational studies, mathematics, science, social sciences and technology.

If you already have a degree there is a third possibility: to become a postgraduate student undertaking research for a higher degree. These three alternatives, of studying for a degree, taking a single course or researching for a higher degree, are discussed further in the next chapter.

Whatever courses you take you study mainly at home in your own time, through correspondence tuition combined with radio and television broadcasts. The majority of courses involve ten months of part-time study. If you wish you can attend study centres for tutorials and counselling during your course.

There are about 75,000 people studying with the Open University now, and a further 27,000 have already obtained their degrees. They are adults of every age and from every walk of life – factory workers, white-collar workers, professional people, housewives and pensioners – living all over the United Kingdom.

A pair of first-year students work at course units in their home

Studying with the Open University 2

A BA degree

The Open University offers a general degree, which you can take with or without honours and which is recognized as equivalent to a degree from any other British university. It is called a Bachelor of Arts (BA) degree, whether you take arts- or science-based courses, or a combination of both. Students registered in the BA degree programme are referred to as undergraduates.

Earning 'credits' for your degree

When you successfully complete a course you earn a 'credit' – either a full credit or a half credit. All the courses last ten months, but a full-credit course involves from ten to fifteen hours' work a week, while a half-credit course involves the same amount of work spread over a fortnight. Six full credits are needed for a BA ordinary degree, and eight for an honours degree.

How long it takes

Taking two full-credit or four half-credit courses a year, the maximum allowed, you can gain your BA degree in three years, and an honours degree in four. However, most students progress at the rate of one full-credit course – or two half-credits – a year, to complete their ordinary degree in six years.

You can do it in less time if you have 'advanced standing' for any previous study you have completed at university level: see Chapter 5. Or on the other hand you can take a longer time. In some years you may wish to take only a half-credit course, or you can have a year or two off in between years of study. You don't have to decide all this when you first register as an undergraduate, but can make a new choice and commitment each year to suit yourself.

Study areas and levels

There are six main study areas, or faculties, within the Open University: arts, educational studies, mathematics, science, social sciences and technology. All except educational studies have foundation courses; these are full-credit courses which introduce you to the University's teaching methods and provide the basis for progress to more advanced courses. You begin your undergraduate studies with one or two foundation-level courses, even if you happen to have previous educational qualifications. All the foundation courses are described in detail in Section B of the *Guide*.

After the foundation courses, each faculty offers a range of courses at different levels of study – second, third and sometimes fourth level. Most second-level courses have been designed for breadth, to give as wide a choice of subject matter as possible. Often third-level courses will be more specialized, or may depend on skills acquired in earlier studies.

Arrived! A graduate at a degree ceremony with her family

Choice of courses

You can choose from more than 100 courses during your studies and can combine courses from any of the faculties. Restrictions on choice of courses have been kept to a minimum to give you as much freedom as possible. Such restrictions as there are are listed in the *BA Degree Handbook* which is sent to all new undergraduate students, and the main ones are given later in Chapter 5.

Fees

Full details about fees and financial assistance are given in Section C of this *Guide*, Chapter 2.

The associate student programme

Why a single course?

You may not wish to undertake a series of courses for a degree, but simply to study a particular course that interests you. Perhaps you want to explore in depth part of a familiar area, or investigate a new subject that attracts you. Your objective may be to further your career by taking a relevant course, or to enrich your private life by studying a subject related to personal pursuits.

A course team in session, preparing a new associate student course

Associate student courses

If there is one particular course that appeals to you, the University's associate student programme allows you to take it without any further commitment on your part. An increasing number of self-contained courses are offered through this programme – fifty full-length courses and eight short courses in 1979.

The programme is not described in great detail in this *Guide*, but much of the system of study outlined in Chapter 3 also applies to the full-length associate student courses, and further information is given in Chapter 6. For full details about the programme please complete the postcard at the back of the *Guide*. The application period for the 1980 associate student programme is from April to early October, 1979, and you should apply as soon as possible within that period.

Higher degrees

The University's higher degree programme offers opportunities for advanced study and research, for those who wish to analyse an area of knowledge in depth, or undertake independent academic research leading to an original contribution to published work. At present the University does not offer taught higher degree courses.

The normal entrance requirement is a first or upper second-class honours degree, or a higher degree, from a British university. You may be considered, however, if you can show that your qualifications, professional experience or previous research are an appropriate preparation for your proposed higher degree work.

Most Open University higher degree students are part-timers working at home and using study facilities such as libraries in their own localities. There is also a small number of places for full-time students at Walton Hall, the University's Milton Keynes headquarters.

We offer three higher degrees: the Bachelor of Philosophy (BPhil), the Master of Philosophy (MPhil) and the Doctor of Philosophy (PhD). They are awarded on examination of a dissertation or thesis after the satisfactory completion of one, two or three years' full-time study respectively, or the equivalent in part-time work.

Further details about postgraduate study and copies of the current *Postgraduate Prospectus* may be obtained from the Higher Degrees Office, The Open University, PO Box 49, Milton Keynes MK7 6AD.

The system of study 3

Studying at home

It is not easy to study at home. You will need a lot of willpower – and the support if possible of your family and friends. You will have to plan your studies to fit in with them, and to make time for your other leisure activities. Then there is the question of how your studies might affect your working life. Courses last for ten months, or thirty-two to thirty-four weeks each year, from February right through the summer and up to November. During that time, for a full-credit course, you may spend up to fifteen hours a week in studying.

Each week you read some of the correspondence material, do 'assignments', follow broadcasts, read from the set books and complete practical exercises.

Correspondence material

At the beginning of your course and at regular intervals after that you will receive packages through the post. Each package contains specially written and designed paperback text-books in large format which are called course units. There are also notes on radio and television broadcasts, assignments and exercises and, in some cases, audio-visual materials such as records, cassette tapes and slides to be used in conjunction with the course units. Many science and technology courses also have a home experiment kit, which is a set of equipment and materials to enable you to carry out experiments in your own home. Kits are returnable after the course.

Set books and background reading

You will also use specially chosen set books during your course. It is recommended that you buy these rather than try to use library copies, since you need them throughout the course, and they are often available at a reduced price negotiated with the publishers. You will be sent a list of set books together with the names of booksellers who stock them before the course begins.

Your course material will also contain lists of books recommended for background reading but you are not expected to buy or read all these.

Radio and television

Another major component of each course is broadcasting. The University works in partnership with the BBC to produce the radio and television programmes which form an integral part of most courses. These are broadcast on VHF radio and on television (BBC) in the early evenings, at weekends and some early mornings. The broadcasts are scheduled to fit in with your study of the correspondence material.

Each foundation course has a weekly radio and television programme. Higher-level courses usually have fewer broadcasts. The programmes sometimes allow the author of a course unit to explain part of the week's work in detail, or call on recognized authorities, often from other universities. They are also used to present case studies and demonstrate experiments.

A group of students at a study centre watch a recorded BBC programme on a film loop projector

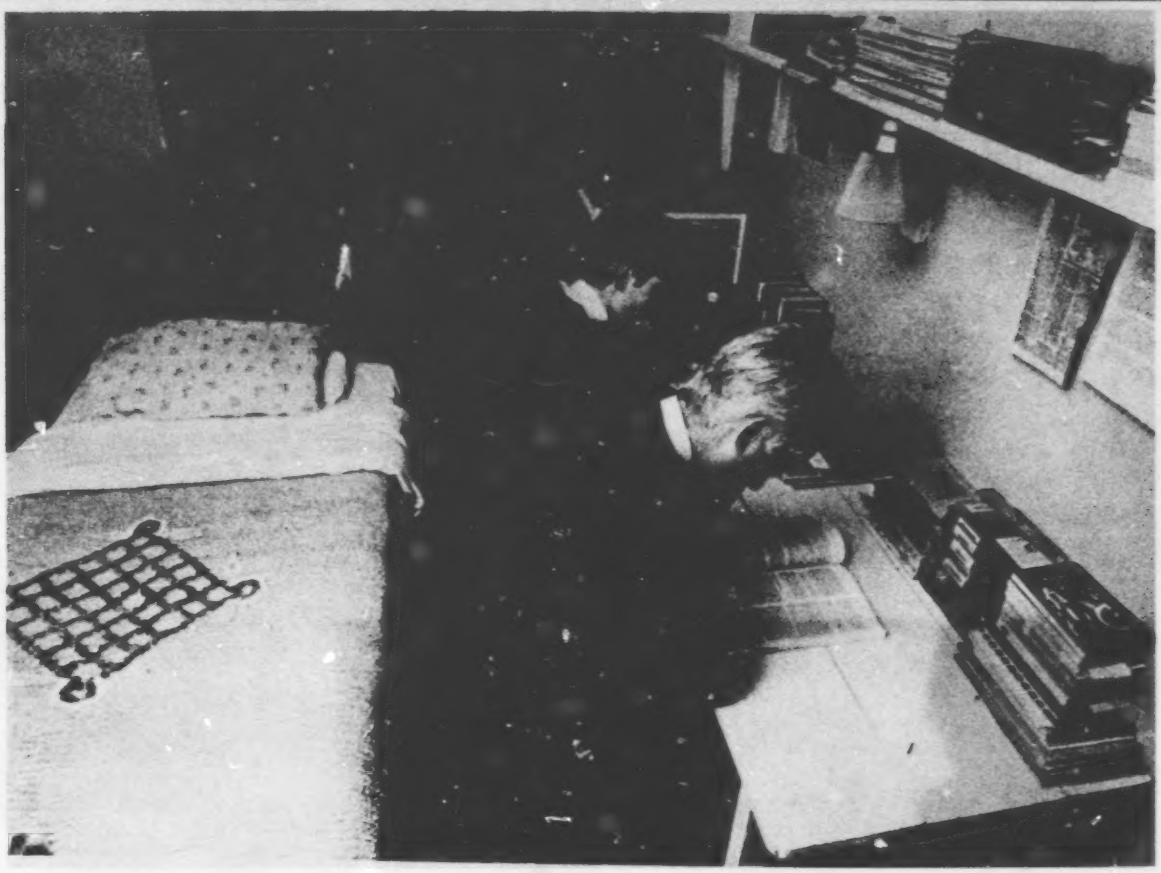
If you would like to sample this year's broadcasts, there is a timetable of them in the next chapter, page 13. Brief details of all Open University broadcasts are available in the *Radio Times*, *The Times Higher Education Supplement* and a number of daily newspapers.

Study centres

Essentially, the Open University provides home-based study, and all the material mentioned so far comes to you in your own home.

In addition, however, the University has a national network of more than 260 study centres, which you can attend for tutorials, seminars, discussions and informal meetings. Study centres are usually based in local colleges or other places of education, and are normally open on week-day evenings and sometimes on Saturdays. They are equipped with radio and television, plus replay facilities for audio tapes. About 170 of the study centres have computer terminals so that students taking courses which include computing can gain practical experience.

Study centres provide facilities for students to meet one another for discussion and mutual help, and for group and individual discussions with tutor-counsellors and course tutors. Attendance at the centres is entirely optional, but most of our students do prefer to undertake part of the learning together and so avoid the feeling of 'working in the dark' that has so often distressed correspondence students in the past. If you cannot attend the study centre, however, the tutorial and counselling staff can contact you by letter, telephone or tape.



A student and his son share a quiet room at home

Tuition and counselling

The University employs more than 5,500 part-time course tutors and tutor-counsellors who provide local support for students studying on their own. The part-time staff are chosen not only for academic ability but also for personal qualities and for their special interest in teaching adult students.

When you begin your undergraduate studies you will be assigned to a tutor-counsellor who will be available on a fairly regular basis at your study centre to discuss your work. He will help you with the academic content of the course and with making the best use of the teaching system. Your tutor-counsellor continues to act as your educational adviser throughout your undergraduate studies.

Correspondence tuition is the central and continuing teaching process in the Open University. The amount of face-to-face tuition is limited, and varies according to the level of the course, the number of students on the course and the area of the country. Generally speaking, there is more face-to-face tuition for the foundation year of undergraduate studies than in later years.

On higher-level courses you will have one or more specialist course tutors who will be responsible for your correspondence tuition. You may be able to meet them at study centres for face-to-face tutorials, but these tend to be infrequent. A large number of these higher-level courses have relatively few students on them, so that it is not always possible for us to give you a course tutor who lives close to you; and face-to-face tuition therefore tends to be based on large urban centres with good communications rather than rural areas. If you cannot meet your tutor he will always be ready to respond by letter or telephone.

Assignments and examinations

During your course you will have to complete a number of assignments; these are various kinds of essays and exercises which are marked either by your tutor or, where appropriate, by a computer.

Tutor-marked assignments (TMAs)

You submit written work such as essays, answers to problems and reports by post to your tutor. This tuition by correspondence is your principal contact with your tutor, who gives your assignment a grade and sends it back to you with his comments.

Computer-marked assignments (CMAs)

Many courses also include assignments marked by the University's central computer. These are often multiple-choice questions, but a surprisingly wide range of other techniques can be used.

Assessment

A record is kept of your grades and the best of these are used at the end of your course in assessing your performance. There is also a three-hour examination for all BA degree and most associate student courses held in late October or early November. Your success in a course is measured partly by your best grades during the course and partly by your results in this examination.

A group of students find a pleasant way to meet at summer school

Summer schools

All foundation and other first-year courses include a one-week residential summer school. Many of the higher level courses, particularly in arts, science and technology, also include a summer school week.

The summer school week, at one of a dozen universities about the country, gives you a chance to immerse yourself in the course you are studying, and offers valuable contact with many other students and a variety of tutors. For some courses you will also have access to specialized equipment. Programmes include seminars and tutorials; field, laboratory and library work; projects, performances and lectures. There are also informal discussions and social activities.

You should note that courses with summer schools have been designed with the residential week as an integral part of the course, and in finally registering in April you accept an obligation to attend and to pay the fee.

For most students summer schools are an enjoyable and valuable part of their University experience. Many who did not look forward to the experience afterwards say that they have been 'kept going' by it. The University recognizes, however, that there may be some students who cannot attend summer schools: for example, those whose employers will not release them, those whose medical condition makes it impossible, or those unable to arrange for the care of dependants. Your tutor-counsellor would be able to advise you, and if need be apply on your behalf for excusal, in these exceptional circumstances.

You will receive detailed information about dates and locations in December before your first year of study. In February you will be able to give your preferences for date (and with foundation and some other courses, for location); we do our best, while fitting all students in, to cause as little inconvenience as possible.

Preparing for study

The advisory service for applicants

The Open University operates a free advisory service for all applicants. The purpose of the service is to provide you with a good idea of what educational opportunities exist locally and nationally, including those at the University, to help you judge what the implications for you as an individual may be, and generally to assist you in preparing for study.

The advisory service is operated from the various regional offices situated throughout the United Kingdom (see list of addresses at the back of this *Guide*) and involves members of both the full-time and part-time staff.

Applicants are generally invited to attend meetings at local study centres where they can talk to other applicants and members of University staff. At these meetings, additional information will be provided about such matters as summer schools, workload, and other Open University courses. You will usually be able to pursue this information further either in a group or on an individual basis if you wish.

If, for whatever reason, you cannot attend any of the advisory service meetings, advice is available from the regional office. You should remember, however, that all decisions concerning an application remain with you as the applicant, and the discussions of the advisory service do not and cannot affect the eventual outcome of an application. They do not in any sense constitute a selection process.

In the majority of cases applicants will be advised to undertake some form of preparation before they begin studying with the Open University. You are also recommended to view the television programmes for applicants, which are listed with foundation course broadcasts on the opposite page.

Preparatory study

It has been shown that applicants who undertake some form of preparation fare better in their first year of study with the Open University than those who do not. Preparation can take many forms, ranging from covering the recommended reading list to attendance at a preparatory course organized by a local college.

Through the advisory service, you will have been made aware of the full range of implications of study with the Open University and will have received advice on how best to prepare yourself. The regional office will send you information regarding the available preparatory courses in your area, and will be happy to answer any queries you may have about the most appropriate form of preparation.

One of the most important, and often the most neglected, areas of preparation is the organization of the applicant's domestic situation. It cannot be stressed too highly: the Open University demands time, effort and concentration, and each applicant needs not only to establish an academic routine but also a domestic one as well.

Study techniques

Learning to study is mainly a matter of good organization and a systematic approach. There are several techniques you would be well advised to learn before starting your course. These include effective and critical reading, the handling of facts and problem solving. It is also particularly important for new students to learn to look for basic principles and unifying ideas in a subject. It would therefore be very useful to have some experience of a course which tests your grasp of underlying principles, and you might like to consider taking one of the preparatory courses described below. You may also find the following paperbacks helpful: Rowntree, D. (1976) *Learn How to Study*, Macdonald; Buzan, T. (1973) *Use your Head*, BBC. The University will itself make available a study skills package, of which you will receive full details if you apply.

Language and mathematical skills

There is no easy route to acquiring fluency in expressing your ideas. Practice and helpful criticism will bring improvement and confidence and, again, a preparatory course may be the answer.

The level of background knowledge and suggested preparatory work required for mathematics, science and technology undergraduate foundation courses is referred to in the appropriate course descriptions on pages 23–28.

Preparatory courses

The University does not produce its own preparatory courses. There are courses available from other bodies, some of which are described below, but we must stress that success or failure in these courses will not affect your chances of admission.

Although there is not a specific preparatory course in mathematics, the Mathematics Faculty does provide preparatory material for students of the maths foundation course, M101. The material is designed for individual study and is available from the faculty on request.

The National Extension College, 131 Hills Road, Cambridge CB2 1PD

The National Extension College (NEC) is a non-profit-making correspondence college which provides a range of courses of interest to intending Open University students. The courses are at two levels: introductory (pre-GCE O level standard) and preparatory (pre-foundation course standard).

The introductory courses are *How to Study Effectively*, *How to Write Essays*, *Wordpower*, *Writing for Everyone* and *Square One* – a very elementary mathematics course.

The NEC preparatory courses follow on from these. They are *The Arts: a fresh approach* (preparatory to A101); *Man in Society* (preparatory to D101); *The World of Science* (preparatory to S101) and *Introducing Technology* (preparatory to T101).

A student pores over her course units at home

You can enrol for these courses at any time, but you need to allow from 2–3 months to complete *How to Study Effectively* and 6–8 months to complete a preparatory course. A detailed leaflet *Preparatory Courses for Intending Open University Students* is available from the National Extension College.

TUC Postal Courses Office, Tillicoultry, Clackmannanshire

If you are a member of a trade union affiliated to the TUC, it might be worthwhile making enquiries about TUC postal courses. You should apply for these through the local branch of your union. The courses are free of charge. Although not designed for Open University preparation, a number of these courses may be useful for this purpose.

There are a number of other correspondence colleges which are members of the Council for the Accreditation of Correspondence Colleges, some of whose courses have been found to be helpful by some of our applicants.

Adult education classes

Many Workers' Educational Association, university extra-mural and local authority courses are now planned in consultation with our regional staff. These courses commonly take the form of introductions to specific courses; they are generally one-term courses taking place in the autumn. Others cover basic preparation in language, study and mathematical skills and take one or two terms.

Some institutions also offer summer schools (usually residential) designed to meet the needs of Open University preparation. While these are more expensive than the other methods of preparation suggested, they have proved extremely popular with applicants in the past as they provide a period of concentrated study, free from distractions. Open University regional offices will provide information about suitable courses in your area.

1979 foundation course broadcasts

The programmes for most foundation courses are broadcast twice, once at the weekend and once on a weekday.

Modelling by mathematics is broadcast and repeated every third week and *An introduction to calculus* has television programmes every second week and radio programmes every four weeks.

Open Forum television is every three weeks, interspersed with other Open University programmes. Many *Open Forum* programmes show how students overcome some of their study difficulties. *Applicant Advisory* television programmes, interspersed with *Open Forum*, will probably be broadcast on Sundays at 11.25 on the following dates: 18 February, 8 April, 27 May, 26 August and 16 September. Please check in *Radio Times* or the press.

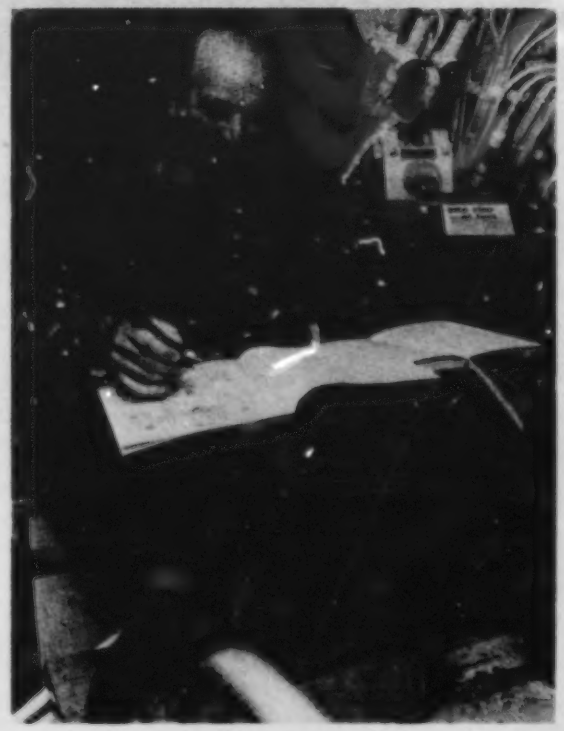
	Radio 3 VHF		BBC2 TV	
Arts	Mon	1850–1910	Wed	1830–1855
	Sat	0720–0740	Sat	0830–0855
Social Sciences	Sun	0700–0720	Sun	0740–0805
	Wed	1850–1910	Thur	1830–1855
Mathematics	Thur	1850–1910	Sun	0830–0855
	Sat	0740–0800	Mon	1805–1830
Modelling by mathematics			Sat	0740–0805
			Wed	1740–1805
An introduction to calculus	Mon	1830–1850	Wed	0730–0755
	Sun	0950–1010	Sat	0920–0945
Science	Thur	1850–1910	Tues	1830–1855
	Sat	0740–0800	Sun	0805–0830
Technology	Sun	0740–0800	Sat	0805–0830
	Tues	1850–1910	Mon	1830–1855
Open Forum (General programme about the University)	Sat	0900–0915 (provisional)	Sun	1125–1150

Special study difficulties

We know from experience that the methods of study adopted by the Open University can be particularly suitable for certain categories of students, such as the physically disabled, who may have difficulty in taking courses offered by other organizations.

Indeed the Open University has nearly one thousand students who, by reason of a major or even quite minor disability, experience some difficulty in participating fully in every aspect of their courses. It is our policy to take whatever practical steps we can to assist such students to minimize any handicaps to study, but this can be done only if applicants themselves identify their difficulties at the point of application.

A disabled student uses a Possum breath-control device to type out his exam answers, demonstrating his technique to Alf Morris, then Minister for the Disabled



Studying under difficulties – in the torpedo compartment of a nuclear-powered submarine, HMS Superb

It may not be possible to predict how your disability will affect your studies, but if you are in any doubt it will be wise to mention it. No discrimination is exercised against any applicant declaring a disability. On the contrary, some have been helped by a scheme which enables people whose only possible access to higher education is an Open University course to 'jump the queue', if it can be shown that waiting for normal entrance procedures would cause serious hardship. Such special offers, of course, also depend upon our ability to provide any extra facilities which may be needed.

The help we can offer includes: private meetings with a counsellor who can give information and advice on choice of course; a preparatory course including short courses on study methods for blind and deaf students; aids and equipment and advice on how to obtain these; course material on tape and transcripts of broadcasts for some courses; special arrangements for examinations; special facilities at summer schools, e.g. if necessary you can be accompanied by your own personal helper. (If you wish to be excused summer school on grounds of disability you should consult your tutor-counsellor as early as possible.) Help with transport and with reading for blind students is also given by fellow students.

Applicants who are disabled are also advised to get in touch with the Director of Social Services of their local authority as soon as possible (if they are not already in contact with him) to take advantage of facilities under the Chronically Sick and Disabled Persons Act 1970: this may include additional financial support to cover special needs. If you have any difficulty please write to the Admissions Office.

More details of the BA degree programme

5

We have added this chapter to include some of the 'small print' you will need to know about when choosing your courses, and if you are applying for advanced standing – credit for study already completed elsewhere.

Restrictions on course choice

You must take at least one foundation course in your first year, and foundation courses are the *only* courses you can take in your first year, except for two half-credit courses described in Section B.

Your BA or BA(Honours) degree must include two foundation courses, unless you have advanced standing. You have to take both within your first six credits.

You may not register for any course at a higher level until you have gained a foundation-level credit, except for the two half-credit courses described in Section B.

Certain courses have a substantial overlap of content and you may not count two such comparable courses towards your degree. (These are known as 'excluded combinations'.)

Some higher-level courses carry a recommendation that you should already have obtained a credit in another course or courses, to give you the background knowledge needed for the more advanced course.

To qualify for the BA(Honours) degree, at least two of your eight course credits must be at third or fourth level.

Advanced standing

'Advanced standing' is the name of the scheme under which the Open University is able to give you some academic credit for study already completed elsewhere, so that you will need fewer credits for your degree.

General credit exemptions

If you have successfully completed one or more years of full-time study (or the part-time equivalent), at a higher educational level towards gaining another institution's qualifications, you may be eligible for the award of one or more credit exemptions. These do not exempt you from specific courses but simply reduce the number of credits you need to obtain for your degree. We generally define study at a higher educational level to mean higher than GCE A level, Scottish Higher, ONC or other qualifications of an equivalent standard. One general credit exemption may be awarded for each year of full-time study (or its part-time equivalent), and the maximum award is three exemptions.

We will consider a claim for credit exemptions on the basis of one or two qualifications or courses of study, but we will not consider three separate qualifications or courses of study unless we are satisfied that the combination represents progression in academic standard.

If you are awarded one exemption you will still have to take two foundation courses before gaining your degree. If you are awarded two or three exemptions you will be required to take only one foundation course.

Please note that exemptions are awarded to students and not to qualifications. Each claim is assessed individually, and we cannot therefore provide you with definite information on your eligibility until you have submitted a formal claim.

There is a space on the undergraduate application form for you to request an advanced standing claim form. This form will be sent to you with an explanatory booklet, and if you submit a claim you will be asked to pay a fee to cover processing costs. Please do not send us this fee until you submit the claim form.

Directly transferred credits

The University has concluded an agreement with the Council for National Academic Awards (CNAA) by which students who have successfully completed part of a CNAA degree course or the whole or part of a Diploma of Higher Education course may be eligible for awards of directly transferred credits. Agreements have also been made with the Universities of Essex, Heriot-Watt, Kent, Lancaster, St Andrews, Salford and Sussex, by which students who have completed one or two years of full-time study with these universities but have not completed their degree studies may similarly be eligible for such awards.

Two directly transferred credits will be awarded for each year of full-time study (or the part-time equivalent) which has been successfully completed, up to a maximum of four credits. Each claim for directly transferred credits is evaluated individually, but the likely outcome is that if you are awarded one directly transferred credit you will still have to obtain two foundation course credits, and that students awarded two or three directly transferred credits will have to take one foundation course credit. If you are awarded four directly transferred credits, you will not be allowed to count any foundation course credit towards your degree. Nevertheless, even if you think you might be awarded four directly transferred credits, you should apply for a place at the Open University and tell us your foundation course choice in accordance with the procedures described in Section C.

Students awarded directly transferred credits may also be excluded from counting as credit towards their Open University degree any course where there is significant overlap with subjects studied at their previous university or college.

Further details about both credit exemptions and directly transferred credits will be given in the booklet sent to everyone who requests an advanced standing claim form (see Section C).

More details of the associate student programme 6

Types of course

Most associate student courses involve, like the BA degree courses, ten months of part-time study and are of university-level standard. There are, however, a number of different types of course. These include:

1 Four separate but closely related courses for teachers which lead to the award of a Diploma in Reading Development. This is the University's first diploma, but others are planned for the future.

2 Other courses which, like most of the diploma courses, are exclusive to the associate student programme. These have been designed primarily for people who have had practical experience in a given field and wish to develop or broaden their skills and understanding. Two of these courses are in the health and social welfare field, and it is possible that a diploma will eventually be offered in this area also.

3 Courses drawn from the undergraduate programme, either for their intrinsic interest or to further students' careers. The intention is that ultimately all courses developed for the undergraduate programme, other than the introductory foundation courses, will be available to associate students. The majority of courses available in the associate student programme are already in this category.

4 Short community education courses which, unlike those in categories 1 to 3 above, last from only eight to fourteen weeks and are not at the same academic level. These are produced in collaboration with various outside organizations, and include courses for parents and for consumers, as well as short courses drawn from existing materials.

What you achieve

Associate students who successfully complete a full-length course and pass an optional examination gain a Course Certificate. (In a few cases exams are compulsory, but there are no exams at all for the short courses.)

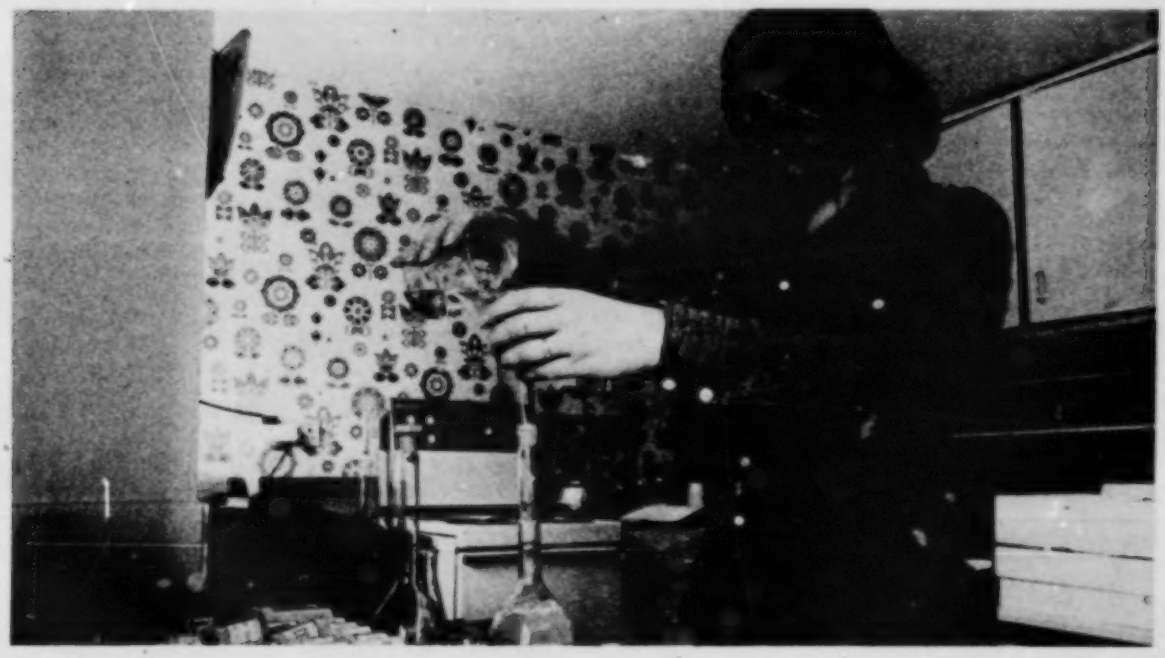
Course Certificates for courses which are also offered in the undergraduate programme may be counted towards a BA degree, if you later seek and obtain admission as an undergraduate. Successful completion of the four reading development courses gains you the Diploma in Reading Development.

For most courses, if you prefer not to take examinations but otherwise complete the course you are given a Letter of Course Completion.

How much it costs

For most courses, fees vary from £60 to £100, depending on the length of the course and the services offered to students. As a rule the same course costs significantly more for associate students than for undergraduates, because associate student courses are not subsidized to the same extent. However, less than a quarter of the full-length courses involve you in the additional expense of attending a summer school. In 1979 short courses cost only between £8 and £14.

A science student does an experiment, using her home experiment kit



The range of the OU offering: a member of staff, surrounded by home experiment kits and course units in boxes and on display, examines one of the course units

Section B

Courses in the BA degree programme

Courses to take in your first year 1

The courses described below are the only ones which you can take in your first year if you join the BA degree programme. They are the five full-credit foundation courses, and two second-level half-credit courses in mathematics.

Even if you feel that you know already which foundation courses you would like to take, we suggest that you read through all the course descriptions which follow. Each of our foundation courses covers a range of topics which may not be immediately apparent from its title. At this stage we simply want you to be aware of the breadth of choice open to you.

The two half-credit mathematics courses are intended for students who need some mathematics to study courses in science and technology. You can take one of them (but not both) at the same time as any foundation course except the mathematics course. Please note, however, that you have to attend a summer school for either of these second-level courses in addition to the summer school for your foundation course.

All courses have a course code, one or more letters and a number. The letters stand for the University's faculties – A for arts, E for educational studies (but there is no foundation course in this faculty), M for mathematics, S for science, D for social sciences and T for technology. All the University's foundation courses, produced in the first years of its existence, have now been revised or rewritten, and renumbered accordingly so that the Arts foundation course which used to be A100 is now A101, and so on with the other courses.

An arts foundation course (A101)

Aims of the course

The course aims to interest and engage you in a study of the unique nature of man in his social context, as expressed through his historical and philosophical thought, religious experiences, literary achievements and artistic and musical creativity, by examining the different insights, perspectives and methods of historians, philosophers, religious thinkers, creative writers, artists and musicians. This leads to an integrated study of a single period in time that illuminates the way in which man's thinking helps to shape his responses to, while at the same time being affected by, the changing material world.

Within this framework, the course aims to develop the skills of clear and logical thinking, the sensitive evaluation of works of art, and the ability to use primary and secondary source material effectively. It also aims to encourage clear and concise expression of these ideas, arguments and judgements.

Topics covered

A series of blocks of work, each centred on a single discipline but demonstrating interrelationships of ideas and methodologies with other disciplines, leads up to a large interdisciplinary block in which the concepts and techniques developed through the preceding blocks are used to study a complex topic.

A short introductory block is followed by *Uses and Abuses of Argument*, which is intended to help you detect unsound arguments in written and spoken material and to avoid them in your own work.

The content of the subsequent blocks is as follows:

History Discussion of the nature and importance of history, its relationship to other arts, the special concerns of the historian, the basic problems and techniques of writing history, and the evaluation of historical works.

Literature A selection of poems, giving rise to discussion of the poetic use of language, the relationship of poetry to its historical context and, where appropriate, to philosophy, art or music. Study of a full-scale work – *A Midsummer Night's Dream.*

Music An examination of musical materials and questions of musical criticism, and a study of works of different periods and forms in their musical, social and historical context.

Philosophy Introduction to philosophical ideas about scepticism, value judgements and ethics, and theories of knowledge.

Art Discussion of the nature of art and art history; of tradition and innovation, centring mainly on architecture; and of perception, based on a wide range of examples.

Religion Arguments for and against the study of religion, and explanation of the different standpoints from which it may be approached. The course material includes a study of African religions in the terms described.

Interdisciplinary block The concluding part of the course, entitled *The Arts and Society in an Age of Industrialization*, consists of an integrated study of the arts, philosophy and history. It considers various aspects of the movement, in art, music and literature, known as 'Romanticism' and its relation to the changing material world produced by industrialization. It considers, in particular, concepts of work, nature and preservation of the past with a view to answering such questions as: 'What part did these concepts play in shaping responses to industrialization in mid-19th century Britain?' and 'To what extent were those concepts themselves moulded by changes connected with industrialization?' The main focus will be on an historical interaction, but the case study will aim to make the relevance of its themes to present-day responses to industrialization apparent.

The block will include study of paintings by Constable and Turner, Charlotte Brontë's novel *Jane Eyre*, some philosophical writings of Marx and J. S. Mill, and the music of Liszt.

An intent group discusses an art print at a summer school

A London cab driver fits in a little study as he waits for fares

Broadcasts

Radio and television programmes are an integral part of the course. You will find that they are structured, in the introductions to the various disciplines, in a recurring pattern of three types of programme: a presentation of a discipline, an example of the discipline in action, and an interdisciplinary programme.

In the large final block they are grouped in twos; a programme centred on a single discipline, and an interdisciplinary programme. Broadcast notes are provided for each programme. You will find it helpful to read these beforehand, as they will suggest points to look out for during the broadcast and questions to think about before and after watching or listening.

Summer school

At the A101 summer school you will have a chance to use the well-equipped libraries of residential universities to prepare seminar material for each of the following subjects: literature, history, philosophy, music and art. The week will also include optional activities such as films, musical performances and guest lectures.

Assessment

A101 will have ten tutor-marked assignments (TMAs) through which students will progress from writing short answers to full-scale essays, and eventually to interdisciplinary essays. The first TMA will not be graded; it will be a means of establishing a relationship between student and course tutor as early in the course as possible. There will also be two computer-marked assignments (CMAs). The choice of assignments will include some which will require knowledge of the broadcast material for a satisfactory answer.

Preparatory reading

If you wish to do some preparatory reading before the course begins, the course team suggests in general that you make a start on some of the set books. If you would like to read some philosophy, you might try B. Russell *The Problems of Philosophy*, Oxford University Press; G. Warnock *Contemporary Moral Philosophy*, Macmillan; or more difficult, A. J. Ayer *The Problem of Knowledge*, Penguin. As a preparation for *Uses and Abuses of Argument* you could read W. C. Salmon *Logic*, Prentice Hall.

Set books

Brontë, C. *Jane Eyre*, Penguin.

Clayre, A. (ed) *Nature and Industrialization*, Oxford University Press.

Dickens, A. G. *The Age of Humanism and Reformation: Europe in the Fourteenth, Fifteenth and Sixteenth Centuries*, Prentice Hall.

Gombrich, E. H. *The Story of Art*, Phaidon.

Murray, L. and P. *Dictionary of Art and Artists*, Penguin.

Shakespeare, W. *A Midsummer Night's Dream*, New Penguin.

Smart, N. *The Religious Experience of Mankind*, Fontana.

There will also be some supplementary texts (poems, historical documents etc.) for use both with the appropriate units and at summer school. These will be sent to you as part of your course material.

Making sense of society (D101)

As a foundation course, D101 is designed for students in search of a broad general acquaintance with social science. It is not designed as an introduction to individual social science disciplines as such, although it does provide a foundation for further study in such disciplines should you decide to proceed in one of those directions. The danger in such general foundation courses is that they stay general and introductory in character, and at the end of them you are told that the really interesting parts of social science can only be found in more advanced courses. Our view is that a foundation course ought to be self-contained and interesting in itself (not simply a preliminary to something else), and the course has been designed with that consideration in mind.

Aims of the course

We have attempted to make the course genuinely 'open' by adopting two strategies for the first three weeks of study in Block 1, called *The Limits of Everyday Thinking*. First, we start by considering several phenomena which are commonly regarded as social problems and which therefore seem to be more relevant topics for study than do many of the concerns of social science theory.

Second, we begin discussion of these issues in everyday language and only introduce the concepts and methods of social science as and when they are necessary to illuminate the problems. We hope that this approach will help you to adjust to the transition from a common-sense view of society toward the more analytical and theoretical stance typical of social science.

Topics covered

The main body of the course consists of twenty-five weeks' work, divided into seven blocks of material on population, resources and technology; communication; production and allocation; work; social relations; attitudes and beliefs; and power. These seven blocks attempt to provide a coherent structure for the study of some of the most important topics covered by the social sciences without resorting to the exclusive treatment of any single topic by an individual discipline.

Towards the end of the course, we provide in Block 9 (two weeks' work) short introductions to the individual disciplines of economics, geography, political science, psychology and sociology. In it we interpret the experience of the interdisciplinary narrative in disciplinary terms – pointing out that such and such a concern is peculiar to economists or that sociologists characteristically argue in this way, and so on.

The concluding part of the course, Block 10 (two weeks' work), takes up and makes explicit the theme of social change. At the beginning of the course, we highlighted methods and approaches which might contribute to an understanding of social problems. In common-sense terms we expect consideration of problems to lead to the formulation of policies likely to solve them. When the problems are social, we are moved to think about social change. The idea of social change clearly underlies most of the seven dimensions in the main body of the course, and is considered in depth in the last part. It underlines the importance of examining any contemporary society or aspect of it not in static terms but rather as a dynamic phenomenon having a past, and possible future.

We hope that you will be led to see that the systematic analysis and understanding of society has value because it enables one to perceive tendencies in present events and to make projections about the future. To equip men and women with an ability to make sense of society may enable them more effectively to change their society if they don't like what they see in their projections.

There is also a revision guide to the course on the theme of social change, and a review of the progression of skills required in the course.

Broadcasts

The course has 31 television and 31 radio programmes.

Summer school

The D101 summer school includes three two-day modules on the subjects of 'Housing' (which includes a field trip), 'Crime and Justice' (a mixture of lectures and seminars) and 'Simulation of an International Situation' (a role-playing game).

Assessment

The continuous assessment grade for D101 is based on your best eight of ten CMAs and best six of eight TMAs.

Preparatory advice

The course does not assume any previous knowledge of the social sciences or any statistical skills. There is no specified preparatory reading but if you have not had recent experience of studying, you might like to read one of the books on study methods mentioned in Chapter 4, *Preparing for study*.

You might also like to read one or two of the set books for the course.

Set books

Cipolla, C. M. *The Economic History of World Population*, Penguin.

Dalton, G. *Economic Systems and Society*, Penguin.

Duverger, M. *The Study of Politics*, Nelson.

Huff, D. *How to Lie with Statistics*, Penguin.

Potter, D. C. and Sarré, P. (eds) *Dimensions of Society*, University of London Press/The Open University Press (Course Reader).

Rex, J. and Moore, R. *Race Community and Conflict: A Study of Sparkbrook*, Oxford University Press/Institute of Race Relations.

Papers on Socialization and Attitudes, Scientific American (1974), W. H. Freeman and Co.

A science foundation course (S101)

Aims of the course

The aims of S101, which replaces the earlier foundation course S100, are to present and explain some of the concepts and principles of importance in modern science and to show how science is related to technology and society.

The course is designed both for students who may not intend to study science beyond the foundation level and for students who intend to study higher-level science courses for which S101 is a prerequisite.

S101 is designed to be within the reach of students with no previous formal education in science and with very little in the way of mathematical knowledge and skills. One of the design aims for S101 has been to make the course relatively more accessible to the least qualified students than the previous foundation course.

But, because of its difference from conventional first year courses, S101 presents a considerable intellectual challenge even to a student with previous qualifications in science subjects. The treatment of science and its significance, although essentially non-mathematical, is not superficial or trivial or at an elementary level.

Topics covered

A selection of topics from the general areas of physics, chemistry, biology and geology show how these disciplines are related to and depend upon each other, and show what is common, in method, technique and philosophy, and what is specific to each.

After a brief introduction to the historical and social context in which science has emerged, we give the first example (of many in the course) of the technique of scientific modelling – a model of the Earth as a planet – and the first example of measurement – measuring the solar system. This leads us into the laws of motion and to the use of these to estimate the mass and composition of the Earth. A second major example of how modelling and measurement can yield understanding of parts of the universe inaccessible to direct observation is that of the internal structure of the Earth, and a third is that of the Earth's magnetism. In these early units of the course, the necessary physical principles and quantitative procedures are taught through their application.

We then go on to describe another important aspect of science – scientific revolution – by reference to a very recent and spectacular example, 'plate tectonics', and this requires a detailed study of major features and processes of the Earth's surface. An important aspect of these processes is that there are vast quantities of energy within the Earth. Where does it come from? And what, after all, *is* energy? We go into these questions in the following units, and consider also the particular form of energy – in sunlight – upon which life on the planet Earth depends.

Energy has meaning only in terms of the motion of matter, and the next sections of the course, chemistry and biology, are concerned with matter at different levels of complexity and organization. The atomic structure of matter and the organization of electrons within the atom provides the key to understanding the periodicity in the chemical and physical properties of the elements and to the ways in which molecules and compounds are formed. Chemical reactions are treated as bond-breaking and forming. The study of carbon bonding leads to organic chemistry and the structure of very large molecules, both man-made and those of biological importance.

At a certain degree of complexity giant molecules achieve an organization and a set of properties that enable them to be regarded as 'living' matter. But what are the general characteristics of living organisms? The answer to this question provides the perspective and approach of the biological part of the course, and leads to a consideration of adaptation (of structure, physiology, biochemistry and behaviour) of organisms to their environment and hence to evolution and natural selection, and to the ecology of communities of organisms. Moving *down* the scale of complexity, we consider first the physiology of organisms, then cellular structure and function, and finally the biochemical 'building blocks' of cells and their organization through genetic coding.

At this point in the course we return to our study of the place where life as we know it has evolved – the planet Earth. Earth history extends back over a much longer time than the history of life on the Earth. In studying geological time and its measurement and the evolution of the Earth over the billion years of its history, we take advantage of very recent studies of the geology of the Moon and of Mars.

In the final part of the course we return to the basic structure of the matter of which our solar system, indeed the whole Universe, is composed. In looking once again at the particle and wave properties of both matter and energy we provide a deeper insight into the structure of matter and, most fundamentally, the nature of observation. Moving further down the scale of size and complexity we study the atomic nucleus and its fundamental components; here again we incorporate some of the most exciting recent discoveries which have confirmed an underlying order and simplicity of great elegance and power.

This course is about science and its interactions with society through technology and through ideas. Many of these interactions will have been apparent throughout the course. We conclude with an explicit study of one vitally important area of such interaction. We return to the topic of science and the planet Earth, but this time to consider one of the problems of human survival, that of energy needs and sources.

Broadcasts

There will be thirty-six television programmes, of which two will be transmitted just before the course begins and one after the examination at the end of the course. This last television programme will be devoted to a report back to students of the results of nationwide ecological experiments they will have performed during the course.

There will be eighteen radio programmes, of which two will precede the course.

Because the television programmes in particular are an integral part of this course (used for laboratory tuition and experimental demonstrations, among other things), you are advised not to attempt the course unless you have access to BBC 2 or to recordings of the programmes. You

are strongly advised to view them in colour. (Students will be advised in advance of those programmes for which colour will be particularly important.)

The radio programmes will have a special relationship with the course objectives (on which the final examination is set), and some of them will take the form of 'radio-vision'.

In addition to television and radio, there will be several audio-cassettes in the course material. These will be used in conjunction with colour slides and other visual aids for 'audio-vision'. You should be sure to have a standard cassette machine for playback.

Summer school

The S101 summer school gives you the opportunity to work intensively in the well-equipped laboratories of a residential university. In addition, there are tutorial classes, film shows and opportunities to meet staff and students in informal surroundings.

Home experiment kit

There will be a comprehensive home experiment kit. With this miniature home laboratory you will be able to carry out a wide range of experiments and observations in biology, chemistry, Earth sciences and physics. Experimental work is an essential part of science, and the home experiments in S101 are treated accordingly. The kit will include a mains-operated viewer for film strip or slides.

Assessment

There will be continuous assessment, in which eight TMAs and thirteen CMAs will count towards credit, as well as the final examination. In addition, your work at summer school will be assessed, and your summer school grade taken into account by the Board of Examiners if you are a 'borderline case'.

Preparatory advice

A special preparatory package on basic numeracy and mathematical skills has been produced and will be supplied on request to all provisionally registered new students who decide that they would benefit from doing some preparatory work before the course begins.

This package – called Mathematics for the Foundation Course in Science (MAFS for short) – will consist of notes and exercises linked with four television programmes. It is intended to help students whose mathematical skills are very weak, i.e. who cannot easily add, subtract, multiply and divide numbers and fractions, or who have difficulty in understanding simple graphical representations of numerical data.

Further details will be available to applicants.

Calculators

There will be no set books for S101. However, students will be expected to have a cheap pocket electronic calculator, and will be advised of an appropriate type.

Living with technology: a foundation course (T101)

In our everyday lives most of us rely on products of technology – cars, television, fridges, central heating, telephones, articles made from all sorts of man-made materials, and so on. And yet, increasingly, questions are being asked about how the sort of industrialized society in which we live can be sustained.

T101 is a course for everyone, whether you wish to continue with technological subjects or in other fields, in the sense that it is concerned with the role of technology in influencing our present way of life and with the technological factors which will have a crucial bearing on the way our society develops. It requires you to learn a range of concepts and skills which are fundamental to your appreciation of technological activity in the world as it is and as it might be. As you will see from the later sections, the course does not assume that you are familiar with any technological or engineering subject, and you need not be anxious about the mathematics required, as we will help you with that and you will not find the level required too demanding.

In 1980 and 1981, T101 will be in a prototype form. We have learnt a lot from T100, its predecessor, but we know that our product can be improved by taking account of the consumer's problems and suggestions. So, if you decide to study this course in 1980, the chances are that you will be asked to provide feedback on the course which will help us to make it even better for students in future years. The modified version of T101 will be presented in 1982.

An outside broadcast for a technology course, held in the grounds of the University's Oxford regional office

Aims of the course

The main aims of the course are:

1 To increase your awareness, as an individual in a western society, of the extent to which you are dependent on a complex infrastructure of technology.

2 To introduce some of the problems of deciding on an 'appropriate' level of technological activity for a 'reasonable' way of life.

3 To emphasize that difficult choices have to be made in contemporary society about the 'appropriate' level of technology in the light of resource, environmental, political and ethical factors.

The course is concerned with the technological activities associated with providing some of our basic needs: shelter, communication, energy, material resources, food and health. At the end of it you will not only be more aware of the extent to which we rely on the technologies which provide these basic needs and how they work, but you will also be able to appreciate the factors which determine what happens now and to justify your views about possible future developments. In essence, you will have become more technologically 'self-reliant'. To this end, the other major aims of the course are:

1 To teach the science and engineering fundamental to a selected range of important technologies.

2 To communicate the important characteristics of the technologist's approach to problem-solving – particularly the ideas of systems, design and modelling.

3 To illustrate the factors (technical, social, economic, professional and political) which influence the course of technological change.

In order to meet these aims you will need to achieve a reasonable facility in (very) basic mathematics and an ability to communicate your understanding and views in writing. In T101, one of our important aims is to help you develop these skills of numeracy and literacy.

Topics covered

The course is presented as a series of blocks, each of which considers the technological activities used to provide one of the basic needs listed earlier, and it culminates in a final block which integrates the main concepts and ideas introduced in the course. Each block is centred around a task, or issue, of direct relevance to our present and future way of life which is developed in what we call the 'mainstream' text. To appreciate and to present a reasoned opinion on the tasks or issues posed, you need to acquire knowledge and skills in a range of scientific and technological subjects. The appropriate subjects for each block are covered in 'tributary' texts which you study as required by the development of the mainstream text or by your own need or preference.

The emphasis in the first block, on shelter, is on helping you to develop some design skills. You tackle three design tasks – a simple wooden building, the spatial lay-out and provision of services in a flat for two people, and finally, make a critical analysis of your own home in the light of what you have learned from the whole block. To provide you with the expertise you will need in these tasks, the main tributaries of the block are concerned with design appreciation; mechanics and materials for structures; heat and electricity; and ergonomics.

The second block is about communications, and is based on the question, 'To what extent can the transfer of information replace travel?' It approaches this problem by considering two particular case-studies: how the telephone system can reduce the need for travel, and how various kinds of communication media can replace face-to-face teaching. The Open University is taken as the case for study. The major tributaries are devoted to modelling, more on electricity, electromagnetism, and signals in telecommunications.

In the context of the imminent world energy supply problem and the conventional power-station way of producing electricity, the third block on energy poses the question, 'Are combined heat and power stations a good idea?' The approach taken to the problem requires tributaries on basic economics and thermal science in conjunction with a practical problem which draws out the important aspects involved in making a decision.

In the fourth block, about material resources, the issue is 'Are resources running out?', investigated by means of three case studies on (UK) North Sea oil, copper and, finally, water. These show that the answer depends on the implications of the question, such as anticipated demand, the 'need' for the range of artefacts which are manufactured, the possible role of increased recycling of materials, and legal and economic factors. The main tributaries are about chemical reactions, the science of materials and the biology of water.

The fifth block, on food, is structured around the question, 'Do present trends in UK agriculture threaten the sustainability of our food supply?' A range of related factors are examined, and these require tributaries on nutrition, biology, and some more chemistry and economics.

Health is the subject of the sixth block, which explores whether technological development is leading to our being more or less healthy. The question is explored by means of a wide variety of examples – including industrial diseases, food additives and water pollution – and involves a consideration of the health care systems involved.

There is no new teaching material in the final block. It is designed to encourage you to put together and apply the skills and knowledge you have gained from the course. Using as source materials the content of the other blocks, the television and radio programmes associated with this block and a selection of articles reprinted from newspapers and journals, you are asked to prepare a 2,000–3,000 word essay on the general subject of your 'lifestyle' as you see it now or in the future. The specific question and advice on how to tackle it will be included in the *Introduction to the Course*. You will have time to think about and work on the essay during the course in conjunction with reprints which will be sent to you with each block.

Though T101 as a foundation course takes a simplified approach to the issues raised, by the end you should have acquired a mental 'tool-kit' which should be valuable to you in considering many of the problems our society faces now and in the future.

Broadcasts

The course has thirty-three television programmes and thirty-two radio programmes. About half of each will explore real situations linked to either the problems and issues raised in the blocks or to the subject of the final

block essay. The remainder will either introduce or reinforce the concepts covered by the tributary material. These programmes are very important to the course and you are advised not to study it unless you have access to BBC2 or to recordings of the programmes.

A number of cassettes will also be included in the course material, and so you will need to have access to a standard cassette player.

Summer school

Plans for the summer school have not yet been finalized, but it will offer you a mixture of project work (some of which will be laboratory-based), tutorial classes, lectures and discussions.

Home experiment kit

There will probably be a small home experiment kit for the course which will be linked, in particular, with learning about electricity. Other than this, the important aspects of instruments and machines covered in the course will form the basis of summer school activities.

Assessment

Final details of the continuous assessment for T101 have not been decided, but you will probably be expected to answer six TMAs and eight CMAs, all of which will count towards your overall assessment. The additional components will be your final block essay (which will be counted separately from the TMAs) and the examination.

Preparatory advice

If the T101 course team's proposals are formally approved by the University, Block 1 of the course (together with the *Introduction to the Course* and the *Course Guide*) will be sent to you early in November 1979 for the 1980 course.

The idea behind this proposal is to give you a longer period in which to get used to studying with the University, and if you think your mathematics or skill at writing is weak, to give you the opportunity of refreshing your memory and putting in some practice.

If you are troubled by mathematics, we think that seeing them in the context of the technological subjects you are studying will help you. We assume that before you start the course you can add, subtract, multiply and divide ordinary numbers. The mathematics introduced in the course is not advanced, but you will need to master such basic ideas as decimals, powers of ten, simple algebra, reading and plotting graphs, and some statistics. These ideas are covered in a numeracy tributary which is linked to most blocks in the course. As with the other tributary material, the plan is for you to learn by getting lots of practice in the context of tackling problems. The mathematics tributary is an important aspect of Block 1, and if our proposal is accepted you will have the opportunity of studying it over a prolonged period. You can study it early, at the normal time (February), or both. The television and radio programmes for Block 1 will also have matching early and normal transmissions.

Calculators

There are no set books for T101, but we do expect you to have a pocket calculator. We will recommend that you buy a particular calculator. Details of this model, and how to use it in conjunction with the mathematics covered in the course, will be included in the *Course Guide*.

Mathematics: a foundation course (M101)

'Use your head to learn the subject – use the subject to learn to use your head.' G. Polya, *Twentieth Century Mathematician*.

What is mathematics, and what can it do? In this course we set out to answer this question by helping you to understand mathematics and to use it. But understanding mathematics requires involvement with doing mathematics. It also requires the development of a certain degree of intellectual maturity and a willingness to do some thinking for yourself.

This means that a mathematics course, however modest its origins in pre-supposed knowledge, presents you with a real intellectual challenge. We have tried to organize the foundation course to help you meet this challenge. The intention is to get you *doing* mathematics in order to help you understand the ideas underlying the development of this important subject.

Aims of the course

There are two overall aims:

1 To introduce and illustrate some of the methods and language of mathematics and to show their relevance to students who do not intend to study any further mathematics.

Telephone tutorial at a London study centre

2 To prepare students for the study of higher-level courses with a significant mathematical content by giving them some basic skills and concepts required for such courses.

To achieve the first aim the course is designed to be self-contained and of general interest. We hope it will give you the ability to make the transition from the commonsense view to the more abstract and theoretical view that is sometimes necessary in order to interpret, analyse and control the world around us.

As part of our approach to the second aim we stress not only the content of the mathematics (the need for good notation, the need for definitions and theorems, methods of proof, techniques and applications), but also the way in which mathematical training will help you to think effectively when challenged with new problems and situations.

One of the most important objectives of the course is to help you discover something of how mathematics is learned and to acquire the confidence needed to proceed with further studies involving mathematics. For this reason we have chosen to emphasize the directed-activity approach to learning mathematics because this involves you with doing mathematics. If you learn to study independently and to tackle problems effectively, then you acquire self-confidence and gain a foundation for extending your knowledge in directions which are useful and relevant to you.

Topics covered

The course is organized into six blocks each of which comprises five weeks' study materials. In addition to the six blocks there are two 'floating units' designed to synthesize and build upon some of your experience in the rest of the course and a series of practical computing booklets, designed to show that a computer can be used to solve mathematical problems.

The first block is intended to introduce you to independent study of mathematics. It covers a number of basic ideas and techniques necessary for the study of later blocks. Whatever your background, we hope that by the time you complete this block you will be in a position to start the rest of the course on a par with other students.

The material in the second block is intended to help you consolidate the process of mathematical reasoning introduced in the first block and to build a firm basis of technique for your study of Block Three and the more advanced topics in the course.

The third and fourth blocks are the core of the course. Block Three is an introduction to the calculus and Block Four uses matrix algebra (a technique for operating with collections of numbers) to explore a number of mathematical situations – such as probability.

The last two blocks serve to lead the way to further studies. Block Five on mathematical models discusses the application of mathematics to real life situations and is an introduction to courses where the emphasis is on applying mathematics. Block Six looks towards courses concerned with the development of mathematics itself: the topics covered have been chosen to introduce some of the ideas which will be studied at greater depth in subsequent courses.

These last two blocks will be presented simultaneously, and you will be able to concentrate on one block only, or both if you wish, without affecting your continuous assessment grade.

The first of the floating units encourages you to reflect on the way you think about and learn mathematics. The second of the floating units encourages you to relate your studies to other areas of human activity.

When you complete the course, you will have an overall view of some of the characteristic ideas in mathematics, statistics and computing and appreciate how they are used in other subjects. You will have mastered a number of basic skills and be able to apply these skills to the study of new concepts and problems. You will also know how to use a pocket electronic calculator and a computer as aids to solving mathematical problems.

Broadcasts

There are thirty-three television programmes which form an *essential* part of the teaching material for the course. Each broadcast forms part of a multi-media study package which is an integral part of the week's work.

Although the written material contains summaries of television broadcasts, we feel that students who have not actually seen the television programmes will be at a disadvantage since they do contain assessable material. You are therefore not advised to attempt the course unless you have access to BBC2 or to recordings of the programmes.

There are sixteen radio programmes which will be used to keep you in touch with the development of the course.

Rather than discussing a single subject, each programme will have a magazine format consisting of a selection of anecdotes, problems and advice.

The course materials also include cassette tapes which, together with accompanying visual material, form an integral part of many units in the same way as television programmes. You will therefore need access to a cassette tape player.

Summer school

The M101 summer school will enable you to meet other students, to revise and review the work you have done on the course so far, to attend lectures on mathematical topics and to work in small groups with tutors on activities such as problem-solving and practical projects. The summer school will provide you with active involvement in doing mathematics with other people. This should help you to put your own work into perspective and should stimulate and encourage you to tackle some of the things that have been bothering or daunting you.

Assessment

It is planned that your continuous assessment grade will be based on the best nine of twelve TMAs and best eight of eleven CMAs.

Preparatory advice

Before beginning the course you will need some basic mathematical skills. The skills required correspond very roughly to those covered in the first four years of secondary school mathematics.

If you obtain a place for M101, we will send you a diagnostic test in August, which will indicate what we require of

you, before you begin the course. You should try to discuss the results of the test with a tutor-counsellor, who will advise you how to prepare for the course, either by taking a preparatory course at another institution or by studying preparatory material which we provide (see Chapter 4).

For general preparatory reading, you may like to look at the books listed below. None of these books is similar in style to M101 but they do give some impression of the scope and variety of mathematics:

Van Stigt, W. (1974) *Success in Mathematics*, John Murray.
The first three sections of this book give detailed treatment of the sort of mathematics we expect you to have seen in the past, but not necessarily mastered before beginning the course.

Gardner, M. (1970) *The Scientific American Book of Mathematical Puzzles and Diversions*, Penguin.
Mathematics begins with a need to explain and understand some unexpected or incomplete observation. This book presents a variety of interesting topics, many of which will be related to ideas appearing in M101.

Sawyer, W. W. (1970) *The Search for Pattern*, Penguin.
This little book provides an interesting, though not particularly systematic, introduction to some of the ways in which mathematics can be applied – ways which are varied and sometimes unexpected.

Calculators

There are no set books for the course but we expect all students to purchase a prescribed calculator. You will be given the choice of purchasing either a scientific calculator which will be useful in the study of further mathematics courses or a simpler, cheaper calculator which will not have as many facilities and will necessitate the purchase of a prescribed book of tables. Details will be included in the *Course Guide*, which you will receive in your first mailing of course material.

Non-foundation mathematics courses for which you may now apply

An introduction to calculus and Modelling by mathematics

If your main interest is mathematics, you will unquestionably wish to start your studies with the foundation course, M101. If your preference is for science or technology you may wish to study some mathematics, but not the full foundation course. For this purpose two second-level half-credit courses are available during your first year of study. They are *Modelling by mathematics* and *An introduction to calculus*: for purposes of admission these courses are both designated M999, and choice between them is made after admission.

You may *not* count more than *one* of M101, or the M999 courses for credit towards your degree. You may only study an M999 course in your first year of study if you are also studying one of the foundation courses, S101, T101, D101 or A101.

Modelling by mathematics or Introduction to calculus?

Choice between the two M999 courses will depend on the detailed pattern of your intended degree. Broadly however you should think of following the *Modelling by mathematics* course if you have little present knowledge of mathematics, if your interest is in other second-level courses in technology, or if you wish to understand mathematical modelling in other areas such as social science. You should think of following the *Introduction to calculus* course if you already have some knowledge of mathematics, if you wish to concentrate on physics or if you intend to study further mathematics courses at a higher level.

The two course descriptions which follow are intended to help you in your choice between the two M999 courses. If you are in doubt about your choice, consult your regional office (see list of useful addresses at the back of this *Guide*).

When should you study an M999 course?

Although they are second-level courses, you may study *Modelling by mathematics* or *An introduction to calculus* during your first year with the University. The decision to do so, however, should not be taken lightly.

There are a number of advantages to be gained by first-year study of an M999 course. Foremost is that satisfactory completion of the course will leave you with a range of mathematical skills which match the entry requirements of other courses. Satisfactory completion of *Modelling by mathematics* will leave you ready to study all other second-level technology courses and most second-level science-technology courses. Satisfactory completion of *An introduction to calculus* will leave you ready to study the full range of second-level science, technology, or science-technology courses and also some mathematics courses.

Other advantages are that you will be able to complete an ordinary BA degree in four years by continuing to study at the rate of 1½ credits per year, and that the courses will be of some help during concurrent study of T101 or S101.

Against these advantages must be set the hazards of first-year study, which are considerable. The University now has unfortunate, but well-established, statistics which show that dropout is frequent among students who study 2 or 1½ credits per year. Among first-year students this tendency is particularly strong. Such statistics do not determine how you, as an individual, will manage if you study 1½ credits a year, but they do provide some indication of when the load is likely to be unacceptably high.

In considering whether you should study M999 during your first year of study the things to think about first of all are your attitude to mathematics and your previous experience of the subject. If you have found mathematics enjoyable and have been able to assimilate mathematical

ideas easily, even at a low level, you should consider this a positive indication. If you have successfully studied the subject to A level or have followed HNC courses this again is a positive indication. Contrarily, if you have found mathematics a slog, have succeeded only after excessive hours of study, or have very little mathematical experience you should think of studying M999 in a second or later year of study. Other indicators you should consider are your own adaptability and the amount of free time you have available for study. Remember you are about to undertake study by a method which is new to you and which it will take you some time to learn. Remember also that you will need to reserve up to fifteen hours a week for the study of your foundation course and that M999 will make additional demands of around fifteen hours per fortnight.

If the indications suggest you can handle an M999 course in your first year and you are generally confident of your learning ability, then go ahead. Hundreds of students do this successfully each year. If the indications are against you, wait a year.

An introduction to calculus

A second-level, half-credit course

Apply with code M999

The course consists of twelve units selected from the first three blocks of the foundation course M101 and slightly modified, plus four additional units of new material covering topics of particular interest to scientists. You will find the preparatory advice similar for this course and for M101.

Aims of the course

1 To introduce and illustrate some of the methods and language of mathematics, especially those of calculus.

2 To introduce students to the idea of using mathematics to model physical processes occurring in the real world.

3 To prepare students for the study of higher-level courses in the mathematics-science area.

The course content and approach are intended to prepare you for higher-level courses where mathematics is used in a scientific description of processes occurring in the physical world. This will involve you in two activities: acquiring the mathematical techniques and skills used by scientists; and, of equal importance, acquiring an understanding of the mathematical ideas behind the techniques so that you will be able to extend and adapt them to meet the new applications you will come across in higher level courses.

Topics covered

We cannot cover all the mathematical topics you will need to use in your future courses. This means that we have had to select what we consider to be the most basic and relevant material in scientific applications. This is why we have chosen the branch of mathematics known as calculus, and the basic ideas of algebra and geometry that you will need for calculus.

The course is organized in four blocks. The first block is intended to introduce you to independent study of mathematics. It covers a number of basic ideas and techniques necessary for the study of later blocks. Whatever your background, we hope that by the time you complete this block you will be in a position to start the rest of the course on a par with other students.

The material in the second block is intended to help you consolidate the process of mathematical reasoning introduced in the first block and to build a firm basis of technique for your study of Blocks Three and Four.

Block Three is an introduction to the ideas and techniques of calculus, and Block Four extends this to the treatment of vectors (quantities like force and velocity having direction as well as magnitude).

Thus, the first two blocks give you the basic ideas and languages of mathematics, the third introduces the calculus, and the final block gets to grips with using the calculus for describing the physical world we live in.

Broadcasts

There are seventeen television programmes which form an essential part of the teaching material for the course. Each broadcast forms part of a multi-media study package and is an integral part of a unit.

Although the written material contains summaries of television broadcasts, we feel that students who have not actually seen the television programmes will be at a disadvantage since they do contain assessable material. You are therefore not advised to attempt the course unless you have access to BBC2 television or to recordings of the programmes.

There are eight radio programmes which will be used to help you through the course. The course materials also include cassette tapes which, together with accompanying visual material, form an integral part of many units in the same way as television programmes. You will therefore need access to a cassette tape player.

Summer school

The summer school will enable you to meet other students, to revise and review the work you have done on the course so far, to attend lectures on mathematical topics and to work in small groups with tutors on activities such as problem-solving and revision. The summer school will provide you with active involvement in doing mathematics with other people. This should help you to put your own work into perspective and should stimulate and encourage you to tackle some of the things that have been bothering or daunting you.

Assessment

It is planned that your continuous assessment grade will be based on the best four of six TMAs and best six of eight CMAs.

Preparatory advice

Before beginning the course you will need some basic mathematical skills. The skills required correspond very roughly to those covered in the first four years of secondary school mathematics.

If you obtain a place on this course, we will send you a diagnostic test in August, which will indicate what we require of you, before you begin the course. You should try to discuss the results of the test with a tutor, who will advise you how to prepare for the course, either by taking a preparatory course at another institution or by studying preparatory material which we provide.

For general preparatory reading, you may like to look at the books listed below. None of these books is similar in style to the course but they do give some impression of the scope and variety of mathematics:

Van Stigt, W. (1974) *Success in Mathematics*, John Murray.
The first three sections of this book give detailed treatment of the sort of mathematics we expect you to have seen in the past, but not necessarily mastered before beginning the course.

Gardner, M. (1970) *The Scientific American Book of Mathematical Puzzles and Diversions*, Penguin.
Mathematics begins with a need to explain and understand some unexpected or incomplete observation. This book presents a variety of interesting topics many of which will be related to ideas appearing in M101.

Sawyer, W. W. (1970) *The Search for Pattern*, Penguin.
This little book provides an interesting, though not particularly systematic, introduction to some of the ways in which mathematics can be applied, ways which are varied and sometimes unexpected.

Calculators

There are no set books for the course but we expect all students to purchase a prescribed calculator. You will be given the choice of purchasing either a scientific calculator which will be useful in the study of further courses or a simpler, cheaper calculator which will not have as many facilities and will necessitate the purchase of a prescribed book of tables. Details will be included in the *Course Guide*, which you will receive in your first mailing of course material.

Modelling by mathematics

A second level, half-credit course

Apply with code M999

Aims of the course

Modelling by mathematics is an attempt to provide an entry to mathematics for students whose main interests are in courses where mathematics is an essential tool but is not an aim in itself. For this reason *Modelling by mathematics* is less a course *in* mathematics than a course *in the use of* mathematics. The course provides an opportunity to develop a number of mathematical skills, but their development takes place in a context which ties the skills securely to their power for description of real technical, scientific and sociological situations. This is the sense in which the terms mathematics and modelling are united in the course title.

Throughout the course the question of how appropriate, how precise or widely applicable a model may be is shown to be as intellectually demanding as that required in developing the mathematical skills required for the manipulation of a model. A primary aim of the course therefore is that those studying it should come to recognize the aptness of mathematical descriptions in dealing with common situations of the real world.

Topics covered

The course is presented in five blocks which cover the mathematical topics of algebra, geometry and vectors, differentiation, integration and differential equations. Modelling aspects of the course are not presented in a block structure. Instead, a number of topics are introduced as essays outside the text and are used repeatedly as a source for the mathematical models required by the course. A wide range of topics is developed in this way. They include population dynamics, transport, mechanical forces, movement, town planning and finance. All topics are developed as required by the course and depend neither on previous mathematical experience nor on previous knowledge of the topics themselves.

During the course our hope is that you will come to develop two separate sets of skills. The first will be directly mathematical and will enable you to solve a number of formal problems in algebra, geometry, differentiation, integration and differential equations. The second will be concerned with your ability to *use* the mathematical skills you have acquired. Through this second set of skills we hope that you will begin to see how to use mathematics as a form of description. Specifically, from among the topics considered in the course, you will consider examples which use mathematics to describe the flow of heat out of a warm room, the growth of a population, the fall of a stone, the profitability of a business. By working with these examples our intention is that you will learn to develop your own mathematical models and will come to understand their power when used for purposes of prediction and design.

Broadcasts

Television programmes for the course describe situations in which mathematical modelling has aided the solution of a problem. The programmes develop themes and topics from the course material by showing locations and equipment to which calculations are relevant. They show how mathematical techniques are adapted by suppositions and simplifications to suit individual modelling situations. You will receive broadcast notes containing self-assessment questions covering these programmes.

The course also includes flexidiscs, but no radio broadcasts.

The number of television programmes and flexidiscs for 1980 is not yet finalized; at present there are eleven television programmes and eight discs.

Summer school

The main features of the summer school week will be problem-solving and project activities. Computing facilities will also be available.

Assessment

Assessment for the course consists of seven CMAs and twelve short TMAs. The short TMAs will be of a length equivalent to one-half of a normal TMA. The best five CMAs and best nine TMAs (including TMA11, which will be compulsory) will be used to calculate your overall continuous assessment grade.

There is also a three-hour examination at the end of the course. Your result in this and your overall continuous assessment grade will be used to produce your final course result.

Preparatory advice

It is not intended that you should do any extensive preliminary study before beginning the course, but if you wish to do some advance reading, these books may help:
Jacobs, H. R. *Mathematics A Human Endeavour*, Freeman.
Land, F. *The Language of Mathematics*, Murray.
Sawyer, W. W. *Prelude to Mathematics*, Penguin.
Sutton, O. G. *Mathematics in Action*.

Set books

There are no set books for the course.

Calculator

You should purchase a hand-held, battery-operated calculator. No specific calculators are recommended, but *it is essential* that your calculator does the following:

1 Performs the basic arithmetic operations: addition, subtraction, multiplication and division.
2 Gives the following functions: exponent of a number, natural logarithm of a number, square of a number, square root of a number.
3 Using *both* degrees and radians allows you to look up the sine, cosine, and tangent of an angle; allows you to look up the angle, in degrees and radians, which has a given sine, cosine or tangent.

Relationship to other courses

Before deciding to study this course you should consider how it fits the pattern of courses which together constitute your planned degree. Written primarily as a mathematical underpinning for other second-level courses in technology, it therefore provides an ideal entry for courses like T291, T283 and T232.

You will also find the course helpful for entry to a number of science-technology courses, TS251 for example. Although not really designed for entry to the range of mathematics courses the course does match the required prerequisites for the 1982 course *Mathematics, models and applications*, MS204.

A different use for it is to regard it as a basis for the mathematical techniques required in modelling the phenomena studied by natural or social scientists, such as animal populations or the process of inflation. Seen this way you may find it generally helpful as an entry to a range of science or social science courses. There are, however, areas of study for which it does not fully equip you, or for which it is not an ideal entry. The most important area for which the course does not prepare you is physics. You should not regard the course as suitable preparation for S352 or ST285. You would also find it inadequate preparation for MST282 unless you did very well in your studies.

Full list of courses in the BA degree programme 2

The following table lists the courses which are already available or are planned for 1980 in the degree programme.

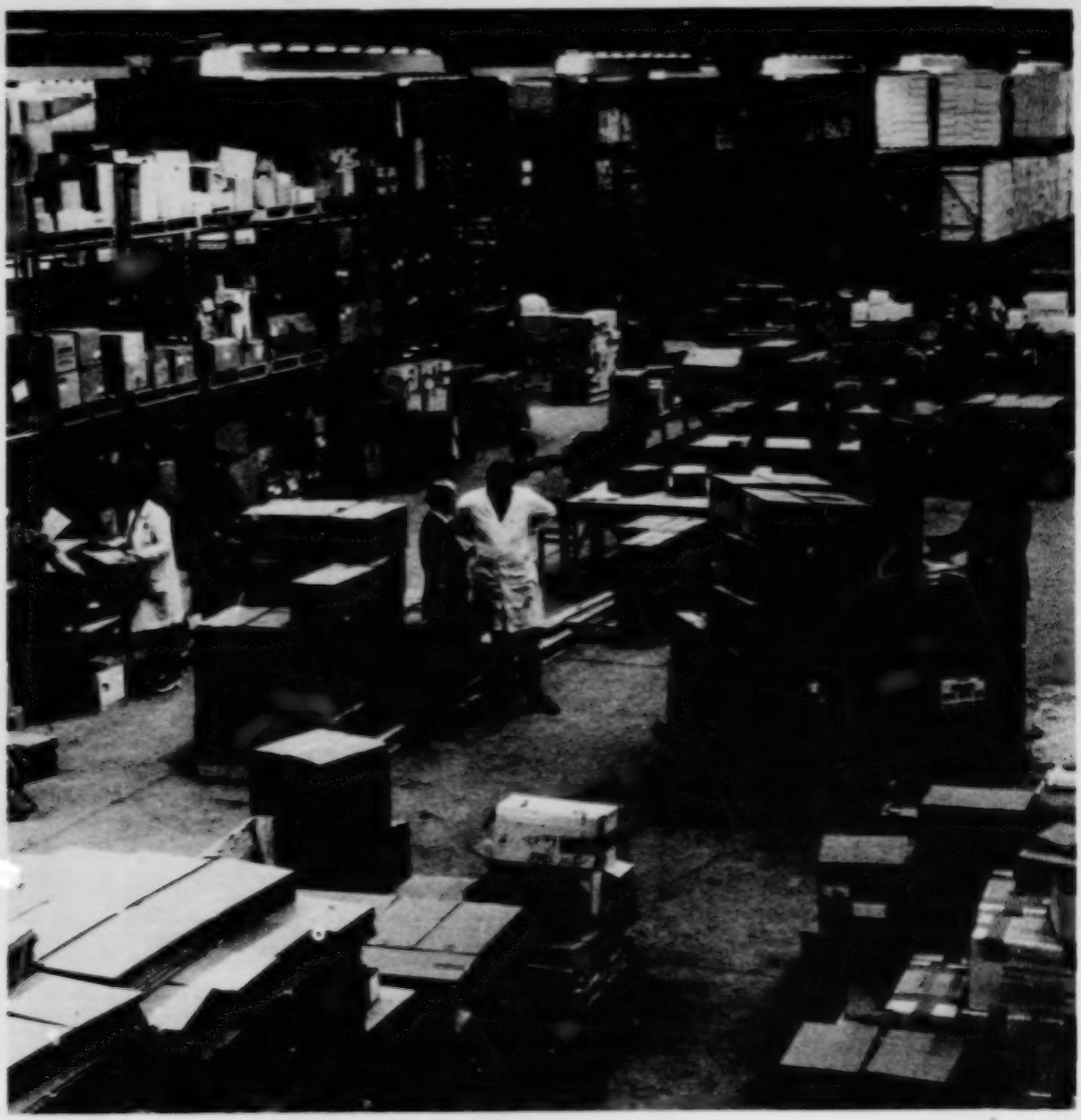
Courses are grouped in levels. Remember that for the undergraduate programme you must start with a full-credit at foundation level. All the courses available also to associate students are starred. Course codes begin with a letter indicating the faculty which has prepared them – A for arts, D for social science, E for educational studies, M for mathematics, S for science and T for technology. Courses prepared by the Post-Experience Courses Unit begin with a P, and cross-faculty courses have more than one letter to indicate which faculties have been involved.

There is also one 'university-wide' course the code for which begins with U.

The first figure in the course code shows the level of the course, 1, 2, 3 or 4: thus A101 is the foundation arts course, M201 a second-level maths course and D301 a third-level social science course.

We have indicated in the last column, in some cases, other courses which you are recommended to take beforehand.

At the University's Wellingborough warehouse many of the kits and equipment sent to students are stored



Level	Course code	Course title	Credit rating	Recommended previous course
Foundation	A101	An arts foundation course	1	
	D101	Making sense of society	1	
	M101	Mathematics: a foundation course	1	
	S101	Science: a foundation course	1	
	T101	Living with technology: a foundation course	1	
Use these application codes when applying for these courses	M999	An introduction to calculus	½	
	M999	Modelling by mathematics	½	
Second	A201	Renaissance and Reformation	1	
	A204	The Enlightenment	1	
	*A241	Elements of music	½	
	A291	The early Roman empire and the rise of Christianity	½	
	*A292	Greece 478–336 BC	½	
	*AD208	Man's religious quest	1	
	*AM289	History of mathematics	½	
	*AMST283	Science and belief: from Copernicus to Darwin	½	
	*AST281	Science and the rise of technology since 1800	½	
	*D203	Decision making in Britain	1	
	*D204	Fundamentals of human geography	1	
	D207	An introduction to sociology	1	
	*D222	Microeconomics	½	
	*D232	Comparative politics	½	D101
	*D284	National income and economic policy	½	
	*D291	Statistical sources	½	
	*DE206	Social work, community work and society	1	D101
	*DS261	An introduction to psychology	½	
	*E201	Personality and learning	1	
	*E202	Schooling and society	1	
	*E203	Curriculum design and development	1	
	*E222	The control of education in Britain	½	
	*PE231	Reading development	½	
	*PET271	Technology for teachers	½	
	M201	Linear mathematics	1	M100/M101
	M203	Introduction to pure mathematics	1	M100/M101
	M212	Introduction to analysis and topology	½	M211
	M231	Analysis	½	M100/M101
	M251	An algorithmic approach to computing	½	
	*MDT241	Statistics: an interdisciplinary approach	½	
	MST282	Mechanics and applied calculus	½	M100/M101 or MST281 or An introduction to calculus or Modelling by mathematics
	*PM951	Computing and computers	½	
	*PME233	Mathematics across the curriculum	½	
	*P251	The handicapped person in the community	½	
	S22–	Comparative physiology	⅓	S100/S101
	S23–	Geology	⅓	S100/S101
	S24–	An introduction to the chemistry of carbon compounds	⅓	S100/S101
	S25–	Structure, bonding and the periodic law	⅓	S100/S101
	S2–1	Biochemistry	¼	S100/S101

* These courses are also available to associate students.

Level	Course code	Course title	Credit rating	Recommended previous course
Second	S2–2	Geochemistry	¼	S100/S101
	S2–3	Environment	¼	S100/S101
	S2–4	Geophysics	¼	S100/S101
	S2–5	Genes and development	¼	S100/S101
	*S266	The earth's physical resources	½	S100/S101
	*S299	Genetics	½	S100/S101
	*SDT286	Biological bases of behaviour	½	D100/D101 or S100/S101
	ST291	Images and information	½	S100/S101 or T100/T101
	*ST294	Principles of chemical processes	½	S100/S101 or T100/T101
	T232	Engineering mechanics I: solids	½	Modelling by mathematics
	*T241	Systems behaviour	½	
	T243	Human systems	½	
	*T262	Man-made futures: design and technology	½	
	T283	Introductory electronics	½	S100/S101 or T100/T101
	*PT272	Environmental control and public health	½	S100/S101 or T100/T101
	*PT281	Industrial relations	½	
	*T273	Food production systems	½	D100/D101 or S100/S101 or T100/T101
	*T291	Instrumentation	½	S100/S101 or T100/T101
	TAD292	Art and environment	½	
	TM221	The digital computer	½	
	*TS251	An introduction to materials	½	S100/S101 or T100/T101
	U201	Risk		
Third	A303	Problems of philosophy	1	
	A304	The development of instruments and their music	1	A100/A101 and A201 or A202 or A241
	*A305	History of architecture and design 1890–1939	1	
	*A306	Twentieth-century poetry	1	A100/A101 and/or A201 or A202
	*A307	Drama	1	
	A308	The rise of modernism in music 1890–1935	1	A241
	A309	Conflict and stability in the development of modern Europe *c.* 1783–1970	1	Any A2 course
	A321	The revolutions of 1848	½	A100/A101 and A202
	*A322	English urban history 1500–1780	½	A100/A101, A201 or A202
	*A351	Modern art from 1848 to the present: styles and social implications	½	
	A352	Art in Italy 1480–1580	½	
	*D301	Historical data and the social sciences	1	
	*D302	Patterns of inequality	1	
	D303	Cognitive psychology	1	DS261
	D305	Social psychology	1	D100/D101 and DS261 or D283 or E262 or E201
	*D323	Political economy and taxation	½	D222
	D324	Business economics	½	D222
	*D332	International politics and foreign policy	½	
	D336	Policies, people and administration	½	
	*DE304	Research methods in education and the social sciences	1	
	*DE351	People and work	½	D283 or E282/E202
	DE353	Mass communication and society	½	
	*E321	Management in education	½	

* These courses are also available to associate students.

Level	Course code	Course title	Credit rating	Recommended previous course
Third	*E341	Methods of educational enquiry: an empirical approach	½	D100/D101
	*E361	Education and the urban environment	½	
	*E362	Cognitive development: language and thinking from birth to adolescence	½	D101 or DS261 or E201
	*ED322	Economics and education policy	½	
	M311	Aspects of abstract algebra	½	M211
	M321	Partial differential equations of applied mathematics	½	M201 and MST282
	*M331	Integration and normed spaces	½	M201 and M231
	M332	Complex analysis	½	M231
	*M334	Differential geometry	½	M201, M231 and MST282
	*M341	Fundamentals of statistical inference	½	MDT241 and M231
	*M351	Numerical computation	½	M100/M101 or MST281 or An introduction to calculus
	M352	Computer-based information systems	½	M251 or TM221
	S304	The nature of chemistry	1	S100/S101, S24–, S25–
	S321	Physiology of cells and organisms	½	S100/S101, S22–, S2–1, S2–5, SDT286
	S322	Biochemistry and molecular biology	½	S100/S101, S24–, S2–1
	*S323	Ecology	½	S100/S101, S22–, S2–3
	*S334	Oceanography	½	S100/S101
	S335	Earth science topics and methods Part A	½	S100/S101, S232, S266
	S336	Earth science topics and methods Part B	½	S100/S101, S233, S266
	S337	Earth science topics and methods Part II	½	S333
	*S354	Understanding space and time	½	M100/M101, or MST281, or An introduction to calculus and S100/S101
	SM351	Quantum theory and atomic structure	½	S100/S101 and MST282 or M201
	SM352	Electromagnetism	½	MST282
	*T321	Telecommunication systems	½	TS282 or T291
	*T341	Systems modelling	½	MDT241
	*T351	Materials under stress	½	TS251 and T231
	T352	Materials processing	½	TS251
	*T361	Control of technology	½	T100/T101 or any T2 course
	*T391	Control engineering	½	T231 or T291 or TS282
	*TD342	Systems performance: human factors and systems failures	½	
Fourth	A401	Great Britain 1750–1950: sources and historiography	1	A301
	A402	Thought and reality: central themes in Wittgenstein's philosophy	1	A303
	T401	Technology project	1	Special requirements

* These courses are also available to associate students.

Section C

How to apply for the BA degree programme

Application and registration 1

When to apply

You can apply now for admission to the Open University's BA degree programme. The most important single factor in determining your chance of getting a place is the date on which you apply. The application period for admission as an undergraduate for courses starting in 1980 is from 2 January to 15 June 1979, but you should send in your application as early as you can. Application forms received before 2 January will be held until that date.

Remember, anyone can apply regardless of educational qualifications, provided that you will be resident in the United Kingdom and aged twenty-one or over on 2 January 1980. If you have any doubts or queries not answered in this *Guide*, we suggest you nonetheless apply now and then seek the answers from us. Your application form can be altered or withdrawn at any time before mid-June 1979.

The form asks for the minimum amount of personal information needed to advise applicants and evaluate their progress as students, and will be treated as strictly confidential to the Open University. Please note on your application form if you anticipate any special difficulty in reading printed material, writing assignments or notes, following radio or television broadcasts, handling an experiment kit, communicating by word of mouth with staff or fellow students, attending study centres or summer school (e.g. walking, climbing stairs etc.).

Which courses to choose

You can apply only for the courses described in Section B, Chapter 1. You should only nominate courses that you are willing to study as you may be allocated a place on a course to which you have given a low priority on your application form.

In deciding whether to apply for one or two courses, remember that many of our students spend from ten to fifteen hours on each full-credit course each week. If you choose to take two foundation courses, you should therefore be able to spare at least twenty-four hours each week from February to November. For the half-credit mathematics courses, you need ten to fifteen hours to study spread over a fortnight instead of a week.

Your first fee entitles you to tuition until April 1980, so if you have started two courses you have an opportunity to decide then whether or not to continue with both.

Applying for advanced standing

If you have previously completed the equivalent of at least one year's study at higher education level and wish to apply for general credit exemptions (Section A, Chapter 5), please answer 'Y' for 'yes' to question F1 on the application form. An advanced standing claim form and an explanatory booklet will then be sent to you. When you submit this claim, you will be asked to pay a fee to cover the cost of processing it.

If you have previously claimed credit exemptions, you should answer 'N' for 'no' to question F1 on the application form. Then, when the Admissions Office have informed you of your new serial number, you should write to the Advanced Standing Office, PO Box 80, Milton Keynes MK7 6AS, quoting both your new and your old undergraduate serial numbers.

If you think you may be eligible for the award of directly transferred credits you should write 'Y' in answer to question F1 on the application form, and read the explanatory booklet which will contain full instructions on how to submit your claim.

Advice about your application

We have suggested that you send in your application form and then seek any advice you need from us. After some details of your application have been placed on our computer file, we will pass your form to the regional office that you have named (see list in Chapter 3 of this Section). Please write to the regional director after applying if you would like any advice or have any queries.

Advisory service for applicants

As explained in Section A, Chapter 4, the University operates a free advisory service for applicants through its regional offices. As part of this service we may telephone or write to you or you may be invited to discuss your application at your local study centre. This will *not* be a selection interview for admission, but just an opportunity to discuss your studies.

After you apply

Within two weeks of your applying, we will return the acknowledgement card that you send with your application form. Normally within eight weeks of applying you will receive a second acknowledgement card. This card will list your name, address, courses for which you have applied and your serial number (L followed by seven digits). Please keep this card and quote your serial number in any correspondence with us. If you have applied in a previous year to the University you should now use your new serial number. (Please quote your former serial number on the new application form.)

If you submit your application before the end of December 1978 you may not receive your second acknowledgement card until 1 March 1979. You should let us know if you have not received this card by then.

If you apply after December 1978 and you do not receive the second acknowledgement card within eight weeks of sending your application to us, you should write to the Admissions Office (see list in Chapter 3 of this Section).

How places are allocated

Places will be allocated in July 1979 after the application period has closed. Early applications stand the best chance of acceptance.

Walton Hall, headquarters of the Open University at Milton Keynes. The old hall is now surrounded by the new buildings of the University (see p. 43)

A quota of places is set for each course which takes into account the likely demand for the course and our own operational and planning needs. We try to keep a fair balance between the numbers of students taking each course. We also try to maintain a fair balance between the applications received and the places offered for each region and each occupation group.

In addition, we may give some precedence to those who applied in previous years. On the other hand, places may be limited for those who already have degrees while the demand for places remains high. Applications for the arts and social sciences foundation courses have in the past greatly exceeded the number of places available, but demand for mathematics, science and technology has been lower.

Offering places

By 10 August 1979 we shall write to all applicants. You will either be offered a place, be put on a reserve list, or told that there are no further places to allocate. We have a reserve list in order to offer again places which have been refused by other applicants, and people on the list will be told later if they can be offered places.

If you have not heard the outcome of your application by 10 August you should write immediately to the Admissions Office. Unless you tell us that you have not heard it may not be possible for us to continue to hold open any offer made. If you will be away from your address for a fortnight or so before 10 August, please let us know by the start of August.

If you are offered a place you accept it by paying the appropriate fees. You will only have two or three weeks after August 10 in which to pay them. Once you have paid your fees the University will confirm your provisional registration. If we cannot allocate a place to you, it will not be because we consider you unprepared or unsuitable, but simply because we have not the resources to offer a place to all who apply.

We hope that you will then submit a new application, this time for 1981. Meanwhile, you may wish to take advantage of the extra time available to undertake further preparation as suggested in Chapter 4 of Section A.

Applications are not carried over automatically from one year to another, but the University may give some advantage to those who have applied in a previous year.

Changing your application

If you change details of your application, such as your address or occupation, please let us know as soon as possible by using one of the forms at the back of the *Guide*. You should quote your serial number or, if you do not have it, the address you gave us on your application form.

You can amend any details of your application before the close of the application period in June. After that it may not be possible for us to alter parts of your application, such as choice of courses. You should, however, let us know about all changes that you wish to make promptly and we will do our best to help.

Full-time students

Full-time students of other institutions will not be admitted to the University without the written approval of an appropriate officer of the institution concerned. The demands made on a full-time student are already great, and taking an Open University course as well as current studies might prejudice the chances of success in both. The letter of approval should be attached to the application form, or sent as soon as possible afterwards, bearing your serial number, and in any case to arrive not later than 1 June 1979. If we do not receive the letter by this date it may not be possible for us to consider any application for the offer of a place.

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Fees and financial assistance 2

Financial help

The University has become increasingly aware of the financial burden which the cost of study imposes on students. To try to help the University has introduced a series of schemes which reduce the immediate impact of the demand for fees.

For applicants to the BA degree programme, these schemes fall into three categories:

1 payment by instalment – making two equal payments over an extended payment period

2 payment by extension – extending the final date of payment

3 financial assistance fund – grants and/or loans towards payment of fees.

All the schemes mentioned relate not only to the initial tuition fee but also to any deposits for home experiment kits (see below). If you are offered a place for 1980, full details of the financial assistance available will be contained in the o ·er letter.

In the past the University has successfully helped many applicants who would otherwise have been unable to afford the fees. So if you wish to apply but are concerned about the cost please do go ahead: we will do our best to help.

Initial tuition fee

If you are offered a place, you will also receive a demand for part of the first year's fee. This is called the initial tuition fee and when paid will ensure your provisional registration as an undergraduate. It will entitle you to receive course material, tuition and counselling, and to be regarded as a student until April 1980.

Final tuition fee

In April 1980 you will be invited to complete final registration. Payment of the final tuition fee both ensures your continuation as an undergraduate until the end of 1980 and commits you to the payment of summer school fee(s) for the place(s) that will have been reserved for you.

Your registration as an undergraduate in future years is also guaranteed by the payment of this fee. If at this time you decide that studying for a degree with the Open University is not for you, your registration can be cancelled.

If you provisionally registered for two courses, but prefer to continue with just one foundation course, you will be able to pay the final tuition fee for the one foundation course, and withdraw from the second course.

Deposits for home experiment kits

Some courses require the use of home experiment kits. At foundation level the only courses affected are *Science: a foundation course* (S101) and *Living with technology* (T101).

Please note that the kits for these courses are different; students studying both courses will need both kits. Students will require their own kit(s); arrangements cannot be made for the sharing of kits.

A returnable deposit for each kit will be asked for at the same time as the initial tuition fee and may be used to offset outstanding debts or future liabilities.

Those students who return their kits in good condition in the approved Open University packaging will have their deposits refunded in full. Whilst it is expected that most students will take good care of this expensive equipment, the University must have a safeguard against the loss or damage that may occur in a minority of cases, and must ensure the return of these kits in good time so that they can be issued to the next intake of students.

Summer school fees

Each foundation course together with *Modelling by mathematics* and *An introduction to calculus*, as well as a number of other higher level courses particularly in science and technology, involve compulsory attendance at a week's residential summer school. You will be asked to pay the summer school(s) fee, which includes the cost of tuition and the board and lodging charges which we must pay to the host institution, by June 1980. Please note that if you take a foundation course as well as one of the extra mathematics courses in your first year you will be expected to attend two summer schools.

Tuition fees in subsequent years

For subsequent years of study you may be asked to pay the first instalment of your course tuition fees/kit deposits in October for the following academic year. The balance of the total course tuition fees/kits deposits will be due by the end of January. If in any of these subsequent years you register for a course with a summer school, you may be asked to pay a non-returnable deposit early in the academic year and the balance in June.

Level of costs

Please note that the level of fees for 1980 courses had not been agreed when this *Guide* was printed. 1980 fee levels are likely to be higher than the 1979 fee levels shown here.

If you have doubts about your ability to pay higher fees we nevertheless strongly recommend you to apply now and then to investigate ways of meeting the costs. You should also let your Regional Office know of any difficulty you anticipate. They will do their best to help. (You can, if necessary, withdraw your application without financial penalty.) Some assistance may be available, as explained later in this section, although fees are not refundable once they have been paid.

Delegates to the OU Students' Association national conference, held at York in 1977

Students in their first year

Initial tuition fee (1979 level) *Payable when offered a place*

£20 per foundation course
£10 for either of the M999 courses

Kit deposits (returnable)
£10 per kit (S101 and T101)

Final tuition fee (1979 level) *Payable in the April of your first year of study*
£17.50 per half credit (for either of the M999 courses)
£35 per full credit (for each foundation course)

Summer school fee not yet finalized but not likely to be less than the 1978 fee of about £50 per week

Subsequent years of study

Tuition fees (1979 level)
£27.50 per half credit course
£55 per full credit course

Kit deposit (returnable)
£5 per half credit course
£10 per full credit course

Summer school fee (1978 level)
£49 per summer school week, where applicable.

Financial assistance from outside sources

Unlike full-time university students who are entitled to grants from their local authority, as a part-time student you will not qualify for a grant in this way. Any help you are able to obtain will be at the discretion of your education authority. The local authorities' associations have advised their member education authorities to give financial support to those students who are required to attend summer school as an integral part of their studies. The majority of local authorities have, in the past, contributed towards both the cost of summer school and the associated travelling expenses, but the current economic climate may force them to reassess the amount of assistance they can afford to give in future.

Some local authorities may also be prepared to give further assistance to students who can show evidence of particular financial hardship. You are recommended to contact your authority to ask what assistance they are willing to give Open University students.

There are three further points to note in connection with grants to Open University students:

(a) The authorities define a course as a one-year self-contained course leading to an undergraduate credit.

(b) The authorities normally make discretionary grants in respect of a course for one year (or two courses if taken concurrently); this has the implication that a student must apply again for grant support for a subsequent course in a subsequent year.

(c) The authority in whose jurisdiction the student resides on 31 October preceding the year in which the course is taken is responsible for his grant and will continue to be responsible in that year, even if the student moves to the jurisdiction of another authority. In addition to local authority support, several employers are willing to pay tuition fees for their employees. There is also a wide variety of training boards, trade unions and other agencies who might be prepared to consider assisting you, and the following book may help you in identifying them: *Educational Charities* published by the National Union of Students, 3 Endsleigh Street, London WC1H 0DU; it is also available from the Scottish Office of the NUS, 12 Dublin Street, Edinburgh EH1 3PP.

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Useful addresses: Outside agencies

BBC Publications 35 Marylebone High St., London W1M 4AA (01-580 5577)

Business Education Council 76 Portland Place, London W1N 4AA (01-580 3050)

Central Council for Education and Training in Social Work Derbyshire House, St. Chad's Street, London WC1 (01-278 2455)

Central Register and Clearing House (for non-graduate teacher training applications), 3 Crawfords Place, London W1

City and Guilds of London Institute 76 Portland Place, London W1N 4AA (01-580 3050)

Council for the Accreditation of Correspondence Colleges 27 Marylebone Road, London NW1 5JS (01-935 5391)

Council for National Academic Awards 344–354 Gray's Inn Road, London WC1X 8BP (01-278 4411)

Department of Education and Science Elizabeth House, 39 York Road, London SE1 7PH (01-928 9222)

Department of Education for Northern Ireland Rathgael House, Balloo Road, Bangor, Co. Down BT19 2PR (Bangor 66311)

Independent Broadcasting Authority 70 Brompton Road, London SW3 (01-584 7011)

National Extension College 131 Hills Road, Cambridge CB2 1PD

National Institute of Adult Education 19b De Montfort Street, Leicester, LE1 7GE (0533-538 977)

Seafarers Education Service and College of the Sea, 207 Balham High Road, London SW17 (01-673 8866)

Scottish Business Education Council 22 Great King Street, Edinburgh EH3 6QH (031-556 4691)

Scottish Education Department New St. Andrew's House, St. James Centre, Edinburgh EH1 3TD (031-556 8400)

Scottish Institute of Adult Education 96 Woodside Terrace Lane, Glasgow G3 (041-322 4028)

Scottish Technical Education Council 38 Queen Street, Glasgow G1 3DY (041-204 2271)

Technician Education Council 76 Portland Place, London W1N 4AA (01-580 3050)

Training Services Agency 162–168 Regent Street, London W1R 6DE (01-214 8569)

TUC Postal Courses Office, Tillicoultry, Clackmannanshire (0259-50248)

Universities Central Council on Admissions, PO Box 28, Cheltenham GL50 1HY (0242-59091)

University of London Commerce Degree Bureau Senate House, Malet Street, London WC1E 7HU (01-636 8000)

Welsh Education Office Government Buildings, Phase 2, Ty Glas, Llaniffen

Workers Educational Association, Temple House, 9 Upper Berkeley Street, London W1 (01-402 5608)

Useful addresses: Open University

The original Walton Hall, at the heart of the Open University' headquarters at Milton Keynes

Please address correspondence to us as follows:

Admission and registration for undergraduate courses: The Admissions Office, The Open University, PO Box 48, Milton Keynes MK7 6AB.

Admission and registration for associate student courses: The Associate Student Central Office, PO Box 76, Milton Keynes MK7 6AN.

Admission and registration for higher degree courses: The Higher Degrees Office, The Open University, PO Box 49, Milton Keynes MK7 6AD.

General credit exemptions and credit transfer: Advanced Standing Office, PO Box 80, Milton Keynes MK7 6AS.

Purchase of books, films and any other course material: Open University Educational Enterprises Ltd, 12 Cofferidge Close, Stony Stratford, Milton Keynes MK11 1BY.

Other correspondence unless otherwise stated in the *Guide* should be addressed to The Secretary, The Open University, Milton Keynes MK7 6AA.

The Open University's headquarters are at Walton Hall, Milton Keynes in Buckinghamshire, where the central academic and administrative staff are based. The University also has a regional organization, which provides local support services: the study centres are run from the regional offices and the regional directors appoint local tutor-counsellors and course tutors. Each student is attached to one of the thirteen regions and you are asked to refer to the list below of regions and study centres when you fill in your application form. Areas covered are shown below for each region. You are, of course, free to choose the most convenient study centre(s) irrespective of the local authority area in which you live.

Regional Offices

Region 01 London
The Open University,
London Region,
Parsifal College,
527 Finchley Road,
LONDON NW3 7BG
Tel 01-794 0575

Area covered:
Greater London

Region 02 South
The Open University,
Southern Region,
Foxcombe Hall,
Boars Hill,
OXFORD OX1 5HR
Tel 0865 730731

Area covered:
Berkshire,
Buckinghamshire,
Channel Islands,
Dorset, Hampshire,
Isle of Wight,
Oxfordshire,
part of Wiltshire

Region 03 South West
The Open University,
South West Region,
41 Broad Street,
BRISTOL BS1 2EP
Tel 0272 299641

Area covered:
Avon, Cornwall,
Devon,
Gloucestershire,
Somerset, Scilly Isles,
part of Wiltshire

Region 04 West Midlands
The Open University,
West Midlands Region,
St James House,
High Street,
Harborne,
BIRMINGHAM B17 9NB
Tel 021-426 1661

Area covered:
Hereford and
Worcester, Salop,
Staffordshire,
Warwickshire,
West Midlands

Region 05 East Midlands
The Open University,
East Midlands Region,
The Octagon,
143 Derby Road,
NOTTINGHAM NG7 1PH
Tel 0602 43072

Area covered:
Derbyshire,
Leicestershire,
Lincolnshire,
Northamptonshire,
Nottinghamshire,
South Humberside,
part of Staffordshire

Region 06 East Anglia
The Open University,
East Anglican Region,
68 Hills Road,
CAMBRIDGE CB2 1PF
Tel 0223 64721

Area covered:
Bedfordshire,
Cambridgeshire,
Essex, Hertfordshire,
Norfolk, Suffolk

Region 07 Yorkshire
The Open University,
Yorkshire Region,
Fairfax House,
Merrion Street,
LEEDS LS2 8JU
Tel 0532 444431

Area covered:
North Humberside,
North Yorkshire,
South Yorkshire,
West Yorkshire

Region 08 North West
The Open University,
North Western Region,
Chorlton House,
70 Manchester Road,
Chorlton-cum-Hardy,
MANCHESTER M21 1PQ
Tel 061-861 9823

Area covered:
Cheshire,
Part of Derbyshire,
Isle of Man,
Lancashire,
Greater Manchester,
Merseyside

Region 09 North
The Open University,
Northern Region,
Eldon House, Regent Centre,
Gosforth,
NEWCASTLE UPON TYNE
NE3 3PW
Tel 0632 841611

Area covered:
Cleveland, Cumbria,
Durham,
Northumberland,
Tyne and Wear

Region 10 Wales
The Open University in Wales,
15th Floor,
Pearl Assurance House,
Greyfriars Road,
CARDIFF CF1 3PH
Tel 0222 397911

Area covered:
Wales

Region 11 Scotland
The Open University in Scotland,
60 Melville Street,
EDINBURGH EH3 7HF
Tel 031-226 3851

Area covered:
Scotland

Region 12 Northern Ireland
The Open University
in Northern Ireland,
117 University Street,
BELFAST BT7 1SU
Tel 0232 31408/9

Area covered:
Northern Ireland

Region 13 South East
The Open University,
South East Region,
Wyvern House,
230/232 London Road,
EAST GRINSTEAD RH19 1LA
Tel 0342 27821

Area covered:
Kent, Surrey,
East Sussex,
West Sussex

Highland
Grampian
11
Tayside
Fife
Central
EDINBURGH
Strathclyde
Borders
Dumfries & Galloway
Northumberland
NEWCASTLE UPON TYNE
09
Durham
Cumbria
North Eastern
BELFAST
Western
12
Southern
Education and Library Boards in N. Ireland
07
North Yorkshire
Lancashire
West Yorkshire
LEEDS
North Humberside
MANCHESTER
South Yorks
08
Cheshire
Notts
Lincolnshire
Derbyshire
NOTTINGHAM
05
Gwynedd
Clwyd
Staffs
04
Salop
Leicestershire
Norfolk
BIRMINGHAM
10
Cambridgeshire
CAMBRIDGE
Suffolk
Powys
Hereford & Worcester
Warwick
Northamptonshire
Beds
06
Herts
Essex
Dyfed
OXFORD
Gloucestershire
Buckinghamshire
Oxfordshire
Gwent
CARDIFF
BRISTOL
Avon
Wiltshire
Berkshire
01
LONDON
02
Surrey
13
Kent
Hampshire
EAST GRINSTEAD
Somerset
W Sussex
E Sussex
03
Devon
Dorset
Cornwall

Study centres

When choosing study centres please remember that it is not necessary to select them from your own region if it would be more convenient for you to attend a study centre in a different area. Applicants living in London and the Home Counties should note that the boundaries given are administrative, not postal boundaries and should check carefully for the most accessible study centre(s). In areas of low student population it may not be possible for the University to organize tutorials for your particular course in the study centre(s) of your choice. There are a number of other study centres, which are not listed below, as they are not used by foundation level students. As demand and availability of premises varies it may be necessary to make some changes in the list below before 1980.

	Study centre code	Region code
England		
Avon		
Bath (Technical College)	058	03
Bristol (Redland)	060	03
Bristol (Fishponds)	295	03
Weston-Super Mare	074	03
Bedfordshire		
Bedford	117	06
Luton	130	06
Berkshire		
Bracknell	031	02
Maidenhead	054	02
Newbury	041	02
Reading	046	02
Slough	049	02
Buckinghamshire		
Aylesbury	026	02
High Wycombe	040	02
Milton Keynes	029	02
Cambridgeshire		
Cambridge	119	06
Huntingdon	126	06
Peterborough	132	06
Cheshire		
Chester (Cheyney Road)	162	08
Crewe (Crewe and Alsager College)	163	08
Macclesfield	180	08
Northwich	169	08
Warrington (Winwick Rd.)	177	08
Cleveland		
Hartlepool	186	09
Teesside	191	09
Cornwall		
Redruth	068	03
St Austell	069	03
Cumbria		
Barrow (Dalton)	154	09
Carlisle	182	09
Kendal	324	09
Whitehaven	192	09
Derbyshire		
Chesterfield	099	05
Derby	100	05
Ilkeston	103	05
Matlock	114	05
Devon		
Barnstaple	057	03
Exeter (Hele Road)	065	03
Plymouth	067	03
Torquay	073	03
Dorset		
Bournemouth	030	02
Poole	044	02
Weymouth	053	02
Durham		
Bishop Auckland	252	09
Darlington	183	09
Durham (Neville's Cross)	184	09
East Sussex		
Brighton	004	13
Eastbourne	292	13
St Leonards-on-Sea	013	13
Essex		
Braintree	285	06
Chelmsford	120	06
Colchester	121	06
Grays	122	06
Harlow	124	06
Loughton	129	06
Southend	134	06
Gloucestershire		
Cheltenham (The Park)	063	03
Gloucester (Brunswick Road)	066	03
Stroud	070	03
Greater Manchester		
Altrincham (W. Timperley)	152	08
Ashton-under-Lyne (Beaufort Road)	153	08
Bolton (Deane Road)	158	08
Manchester (All Saints)	168	08
Rochdale (St. Mary's Gate)	172	08
Stockport (Wellington Road S)	176	08
Wigan (Warrington Lane)	179	08
Hampshire		
Basingstoke	028	02
Eastleigh	035	02
Fareham	305	02
Farnborough	037	02
Portsmouth	045	02
Southampton	050	02
Hereford and Worcester		
Hereford	080	04
Kidderminster	082	04
Redditch	085	04
Worcester	096	04
Hertfordshire		
Hemel Hempstead	239	06
Hitchin	125	06
St Albans	133	06
Watford	135	06
Humberside		
Grimsby	102	05
Kingston-upon-Hull	145	07
Scunthorpe	115	05
Isle of Wight		
Newport	042	02
Kent		
Broadstairs	023	13
Canterbury	006	13
Dartford	287	13
Folkestone	291	13
Gillingham	018	13
Maidstone	288	13
Tonbridge	024	13
Lancashire		
Accrington (Sandy Lane)	325	08
Blackpool	157	08
Lancaster	165	08
Ormskirk (Edge Hill)	175	08
Preston	171	08
Leicestershire		
Leicester	105	05
Loughborough	108	05
Melton Mowbray	110	05
Lincolnshire		
(See under Humberside for centres at Grimsby and Scunthorpe)		
Boston	097	05
Grantham	101	05
Lincoln	107	05
Louth	106	05
London		
Acton (W3)	008	01
Aldgate	227	01
Brentwood (Essex)	014	01
Bromley (Kent)	005	01
Carshalton (Nightingale Road)	022	01

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	Study centre code	Region code
Cranford (Hounslow-Hillingdon)	016	01
Croydon	007	01
Eltham (Bexley Road)	228	01
Enfield (Southbury Road)	010	01
Harrow	012	01
Hendon (NW4)	001	01
Kingston (Canbury Park Road)	017	01
Mile End (E1)	020	01
Norwood (Crown Dale)	233	01
Paddington (W2)	235	01
Pimlico	238	01
Strand	229	01
Tottenham (White Hart Lane)	011	01
Twickenham (Egerton Road)	021	01
Wandsworth (Putney SW15)	237	01
West Hampstead (Finchley Road NW3)	226	01
Merseyside		
Wirral	155	08
Liverpool (Central)	167	08
St Helens	173	08
Norfolk		
Great Yarmouth	123	06
Kings Lynn	128	06
Norwich	131	06
Northamptonshire		
Kettering	104	05
Northampton	111	05
Northumberland		
Ashington	181	09
Berwick	251	09
Hexham	253	09
North Yorkshire		
Catterick	242	07
Harrogate	142	07
Northallerton	244	07
Scarborough	148	07
York	151	07
Nottinghamshire		
Mansfield	109	05
Newark	113	05
Nottingham	112	05
Worksop	116	05
Oxfordshire		
Abingdon	025	02
Banbury	027	02
Oxford (Headington)	043	02
Oxford (Oxpens)	312	02
Witney	055	02
Salop		
Shrewsbury	087	04
Telford	093	04
Somerset		
Taunton	072	03
Yeovil	075	03
South Yorkshire		
Barnsley (Church Street)	136	07
Doncaster (Scawsby)	140	07
Rotherham (Eastwood Lane)	147	07
Sheffield (Pond Hill)	149	07
Staffordshire		
Burton-on-Trent	098	05
Stafford	089	04
Stoke-on-Trent	090	04
Suffolk		
Bury St Edmunds	118	06
Ipswich	127	06
Kesgrave	304	06
Surrey		
Camberley	032	13
Ewell	036	13
Guildford	038	13
Redhill	047	13
Staines	051	13
Weybridge	052	13
Tyne and Wear		
Gateshead	185	09
Newcastle	187	09
South Tyneside (Boldon Colliery)	189	09
Sunderland	190	09
Tynemouth (N. Shields)	193	09
Warwickshire		
Leamington Spa	083	04
Nuneaton	084	04
Rugby	086	04
West Midlands		
Birmingham (Edgbaston)	076	04
Birmingham (Selly Oak)	091	04
Coventry	078	04
Dudley	079	04
Halesowen	077	04
Solihull	088	04
Sutton Coldfield	092	04
Walsall	094	04
Wolverhampton	095	04
West Sussex		
Chichester	033	13
Crawley	034	13
Worthing	056	13
West Yorkshire		
Aireborough (Horsforth)	240	07
Bradford (Richmond Road)	137	07
Castleford (Four Lane Ends)	138	07
Dewsbury (Halifax Road)	139	07
Halifax (Skircoat Green)	141	07
Huddersfield (Queensgate)	143	07
Keighley (Cavendish Street)	144	07
Leeds North (Allerton Grange)	245	07
Leeds Central (Park Lane)	146	07
Wakefield (Eastmoor)	150	07
Wiltshire		
Chippenham	064	03
Salisbury	048	02
Swindon	071	03
Channel Islands		
Guernsey	306	02
Jersey	303	02
Isle of Man		
Douglas	164	08

Wales		
Clwyd		
Colwyn Bay	197	10
Flint	299	10
Rhyl	302	10
Wrexham	203	10
Dyfed		
Aberystwyth	194	10
Lampeter	200	10
Carmarthen	256	10
Llanelli	298	10
Haverfordwest	259	10
Gwent		
Newport	199	10
Pontypool	263	10
Gwynedd		
Harlech	257	10
Menai Centre (Llanfairpwll)	195	10
Mid Glamorgan		
Bridgend	255	10
Merthyr Tydfil	198	10
Pontypridd	264	10
Rhondda	297	10
Powys		
Brecon	301	10
Llandrindod	300	10
Newtown	262	10
South Glamorgan		
Barry	254	10
Cardiff	196	10
West Glamorgan		
Neath	260	10
Swansea	201	10

	Study centre code	Region code
Scotland		
Applicants in Scotland living in remote areas and unable to attend a study centre regularly should insert code 000 in the box provided for *first* preference on the application form. In the box provided for *second* preference, please insert the appropriate code for your nearest or potentially most accessible study centre. This will ensure that while you will be officially allocated to a regular study centre, you will simultaneously be eligible for the special facilities available to remote students. Details of these facilities, which include the provision of location counsellors for students in Orkney, Shetland, Inner and Outer Hebrides, Oban, Fraserburgh, Lochaber and Kintyre areas, will be sent to successful applicants.		
Borders		
Galashiels	275	11
Central		
Falkirk	211	11
Stirling	219	11
Dumfries and Galloway		
Dumfries	206	11
Fife		
Kirkcaldy	216	11
Grampian		
Aberdeen	204	11
Elgin	274	11
Highland		
Inverness	215	11
Thurso	281	11
Lothian		
Edinburgh (Moray House)	208	11
Edinburgh (Napier)	209	11
Strathclyde		
Ayr	205	11
Clydebank	268	11
Cumbernauld	270	11
Glasgow (Jordanhill)	212	11
Glasgow (Central)	317	11
Glasgow (Langside)	318	11
Greenock	276	11
Hamilton	217	11
Paisley	218	11
Tayside		
Dundee	207	11
Perth	279	11
Northern Ireland		
Armagh	220	12
Ballymena	221	12
Belfast	223	12
Coleraine	282	12
Enniskillen	320	12
Londonderry	224	12
Newtonabbey	319	12
Newtownards	222	12
Omagh	283	12

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Occupational, educational and publicity codes for your application form

On the application form we ask you to give information about your occupation, your educational background, and how you heard about the University. This will be treated as confidential. Some of this information is needed for your application; some to help plan the University's future development and assess our publicity. You can help us by using the codes given below when you fill in your application form. If you change your occupation before you begin your studies, please let us know the new occupation code so that we can amend our records.

Occupation codes

Please code your occupation from the groups below when answering questions C1, C2 and C3.

01 Housewives
Engaged on unpaid domestic duties or working in paid employment for less than 20 hours per week.

02 Armed forces
British and foreign.

03 Administrators and managers
Central government, local government – administrative grades. Nationalised industries and private industry.

04 Teachers and lecturers
In primary, secondary, further and higher education. Training officers, instructor, educational advisers.

05 The professions and the arts
Doctors, dentists, pharmacists, pathologists, etc. All nurses (including nursery nurses) and medical auxillaries. Authors, journalists, actors, musicians, artists, producers. Advertising, public relations, market research. Accountants, company secretaries, lawyers, clergy. Architects, surveyors, town planners. Librarians, all professional social workers.

06 Qualified scientists and engineers
Chemical, physical and biological scientists. Chartered engineers – civil, structural, mechanical, electrical, aeronautical, production, mining and work study engineers etc.

07 Technical personnel: including data processing, draughtsmen and technicians
Draughtsmen, laboratory assistants, technicians. Systems analysts, computer programmers, time and motion, O and M. Scientific, technical, engineering assistants and related workers.

08 Electrical, electronic, metal and machines, engineering and allied trades
Electricians, electrical and electronic fitters and assemblers. Plumbers, welders, fitters sheet metal workers, metal workers, machine tool-setters and operators, mechanics, tool-makers.

09 Farming, mining, construction and other manufacturing
Farmers, forestry and fisherman, miners, quarrymen. Gas, coke and chemicals, glass and ceramics, furnace, forge, foundry and rolling mills, woodworkers, leather, textiles, clothing. Food, drink, tobacco, paper and printing. Builders, bricklayers, plasterers, painters. Warehousemen, packers, labourers, etc.

10 Communications and transport: air, sea, road and rail
Drivers, railwaymen, porters, seamen, boatmen, pilots, navigators, traffic controllers, bus conductors, dockers. Telephonists, telegraph operators, postmen, messengers.

11 Clerical and office staff
Typists, secretaries, clerks, cashiers, office machines operators. Central and local government, all executive and clerical grades.

12 Shopkeepers, sales, services, sport and recreation workers. Fire brigade and police
Shop proprietors and managers, assistants, salesmen, travellers, insurance brokers, auctioneers, valuers, undertakers. Hotel and restaurant owners and workers, publicans, barmen, waiters, cooks, maids, cleaners. Chimney sweeps, caretakers. Hairdressers, laundries, garages, roundsmen. Hospital orderlies, ambulance men. Athletes, models, photographers.

13 Retired, independent means, not working (including unemployed, but not housewives), students

14 In institutions, e.g. prison, chronic sick, etc.
(This does not include staff in institutions).

Education codes

Please examine this list and answer question D2 on your application form with the appropriate code for the highest level of qualification that you hold.

A No formal educational qualifications.

B CSE, RSA or school leaving certificate in 1 or more subjects

C GCE O level, SCE O grade, school certificate or equivalent in 1–4 subjects.

D GCE O level, SCE O grade, school certificate of equivalent in 5 or more subjects.

E GCE A level, SCE H grade, higher school certificate or equivalent in 1 subject.

F GCE A level, SCE H grade, higher school certificate or equivalent in 2 or more subjects.

G ONC or OND.

H HNC or HND.

J Teachers certificate or equivalent.

K University diploma or equivalent based on at least one year's full-time study.

L University first degree.

Publicity codes

We sh[illegible]d like to assess the effectiveness of differe[illegible]orms of our publicity.

When you first asked for a copy of the *Guide for Applicants* which one main factor can you remember as prompting you to do so?
Please enter *one* code when answering question F4 on your application form.

A Saw Open University leaflet in library.

B Saw Open University leaflet at work.

C Saw Open University leaflet elsewhere.

D Saw Open University poster/car sticker, etc.

E Newspaper or magazine article.

F Newspaper or magazine advertisement.

G Radio Times.

H Open University radio or television programme.

J Someone already an Open University student.

K Advice from public body (i.e. school, LEA, careers adviser, youth employment officer).

L Open University exhibition or open day.

M Other (please specify).

PUTER RECORD. IT WOULD BE MOST HELPFUL IF, WHEN COMPLETING THE FORM, YOU WOULD USE BLOCK CAPITALS AND **BLACK INK. PLEASE NOTE:** TO BE CONSIDERED FOR A COURSE FOR 1980 YOU *MUST* COMPLETE AN APPLICATION FORM. THIS FORM IS TO BE USED FOR ANY SUBSEQUENT AMENDMENT TO THAT FORM ONLY.

FROM

TITLE: INITIALS: SURNAME:

ADDRESS:

TO

ADMISSIONS OFFICE
THE OPEN UNIVERSITY
PO BOX 48
MILTON KEYNES
MK7 6AB

Your Serial Number

A03 (1–3) | L (4–11) | 8 0 (12–13)

YOU SHOULD COMPLETE EITHER A OR B *BUT NOT BOTH*.

A CHANGE OF COURSE

I wish to change my choice of course to the following

NUMBER OF COURSES

E1 (52)

Note Look carefully at page 20 of the *Guide for Applicants*. If you include M999 you must write '2'

Signed

First choice course (53–59)

Second choice course (60–66)

Third choice course* (67–73)

*You should complete this box only if you choose two courses and wish to state a reserve.

B WITHDRAWAL OF APPLICATION

I wish to withdraw my application completely

Signed

We will send you, a copy of next year's *Guide for Applicants* in November. If not received by early December please let us know immediately.

You might like to indicate below your reasons for withdrawing your application. We may be able to help.

C OTHER AMENDMENTS AND FURTHER INFORMATION

Please give here any other amendments that you wish us to make to your application.

Also please give us any further information that you feel might help us to advise you about your application or future education.

Date:

FOR OUR USE ONLY

BATCH	CARD TYPES USED			CARD COUNT
		A03	A04	
ACK				
Copy region				
ACO records amended				
Checked				
RO records amended				

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PLEASE USE BLOCK CAPITALS TO COMPLETE THIS FORM

FROM Name:

TO: ADMISSIONS OFFICE
THE OPEN UNIVERSITY
PO BOX 48
MILTON KEYNES
MK7 6AB

I wish all communications to be sent to the address shown in the box below after the following date:

If necessary I have chosen new study centres and entered their codes below. If my new first preference study centre is now in a different region I have entered the new region code below. (See *Guide for Applicants*, pp. 46–48)

AO1 (1 3)

Serial Number (4 – 11) L 8 0 (12 13)

TITLE (20 – 26) INITIALS (27 – 30) NEW SURNAME (31 – 49)

AO2 (1 3)

New Correspondence Address (14 – 71)

New Postcode (72 – 79)

AO3 (1 3)

New Study Centre Preferences*
first (39 – 41)
second (42 – 44)

New Region Code* (45 46)

AO4 (1 3)

New Daytime Telephone Number (16 – 40)

* If applicable.

Signed:

Date:

IF YOU CANNOT QUOTE YOUR SERIAL NUMBER, PLEASE GIVE YOUR PREVIOUS ADDRESS

FOR OFFICE USE ONLY

BATCH	CARD TYPES USED				CARD COUNT
	AO1	AO2	AO3	AO4	
AD6					
Copy region					
ACO records amended					
Checked					
RO records amended					

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Associate Student Courses 1980

Please send me the *Associate Student Prospectus* and application form as soon as the application period opens in April 1979.

NAME .....

.....

ADDRESS .....

.....

.....

Associate Student Courses 1980

Please send me the *Associate Student Prospectus* and application form as soon as the application period opens in April 1979.

NAME .....

.....

ADDRESS .....

.....

.....

AFFIX
STAMP
HERE

THE ASSOCIATE STUDENT CENTRAL OFFICE
THE OPEN UNIVERSITY
PO BOX 76
MILTON KEYNES
MK7 6AN

AFFIX
STAMP
HERE

THE ASSOCIATE STUDENT CENTRAL OFFICE
THE OPEN UNIVERSITY
PO BOX 76
MILTON KEYNES
MK7 6AN